Kentucky Academic Standards



Reading and Writing

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Kentucky Academic Standards Reading and Writing

INTRODUCTION

Background

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The *Kentucky Academic Standards for Reading and Writing* help ensure all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. Students need vast literacy abilities and ever-changing technological competencies. This broadened definition of literacy means English/language arts education must address many different types and uses of language. The instructional programs for Kentucky's public schools emphasize the development of students' abilities to acquire, apply and integrate knowledge, skills and understandings in real life contexts and to problem-solve, make decisions and think critically and creatively. They assist students in connecting learning to the world beyond the classroom by exploring and investigating real issues and problems of communities, states, the nation and the world. Well-designed Reading and Writing standards, curriculum and instruction recognizes the diversity of students and how children learn, construct knowledge and acquire skills and concepts of the disciplines.

Kentucky's Vision for Students

English/language arts education develops skills, knowledge and dispositions (e.g. content, comprehension and analysis) that directly align with the Kentucky Board of Education's (KBE) vision that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
 - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;



- Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, English/language arts, health, practical living, including physical education, to situations they will encounter throughout their lives;
- Become self-sufficient individuals;
- Become responsible members of a family, work group or community as well as an effective participant in community service;
- Think and solve problems in school situations and in a variety of situations they will encounter in life;
- Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources;
- Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning, and
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

To ensure legal requirements of English/language arts classes are met, the Kentucky Department of Education (KDE) encourages schools to use the *Model Curric-ulum Framework* to inform development of curricula related to these courses. The *Model Curriculum Framework* encourages putting the student at the center of planning to ensure that:

...the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.

(Model Curriculum Framework, page 19)

Legal Basis

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication: KRS 156:160

KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, including the requirements for the graduating class of 2012.



704 KAR 8:020 Reading and Writing Standards

This administrative regulation adopts into law the Reading and Writing Standards.

Senate Bill 1 (2017) Required Revision of Academic Standards

Beginning in 2017-18 and every six years thereafter, the KBE shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with postsecondary readiness standards necessary for global competitiveness.

Standards Creation Process

The standards creation process focused heavily on educator involvement. Kentucky teachers understood elementary and secondary academic standards must align with postsecondary readiness standards and career and technical education standards. They wanted students to be prepared for the jobs of the future and to compete with students from other states and nations.

The English/language arts Advisory Panel was composed of 27 teachers, three public post-secondary professors from institutions of higher education and two community members. The function of the Advisory Panel was to review the standards and make recommendations for changes to a Review Development Committee. In addition to the standards' revisions, the Advisory Panel created a new architectural structure for the standards. The English/ language arts Standards Review and Development Committee was composed of six teachers, three public post-secondary professors from institutions of higher education and one community member. The function of the Review and Development Committee was to review the work and findings from the Advisory Panel and make recommendations to revise or replace existing standards.

Members of the Advisory Panels and Review and Development Committee were selected based on their expertise in the area of English/language arts, as well as being a practicing teacher in the field of English/language arts. The selection committee considered statewide representation, as well as both public secondary and higher education instruction, when choosing writers (Appendix A).

WRITERS' VISION STATEMENT

The writing team was guided by principles rooted in the belief that Kentucky teachers are consummate professionals driven by the altruistic desire to do what is best for their students. They envisioned standards constructed from language that is clear and directive, but not prescriptive. The standards were rewritten to consolidate redundancies, to reflect the current state of evidence-based research and to align the incremental expectations among grade-levels. They wanted teachers, schools and districts to be empowered to deliver curriculum that meets the expectations set forth by the standards. They also wanted the architecture to be useful and practical for teachers as they consult the standards in their daily work. The vision of the writers for the Reading and Writing standards was created by educators for educators with the purpose of preparing each and every Kentucky student for a productive post high school transition.



The KDE provided the following foundational documents to inform the writing team's work:

- Review of state academic standards documents (Indiana, Iowa, Ohio, Louisiana, Massachusetts, New York)
- Achieve. (2017). Strong Standards: A Review of Changes to State Standards Since the Common Core. Washington, D.C. Retrieved from file:///C:/Users/ whamilto/Downloads/17-224_Achieve_CombinedStandardsReport11.8.pdf
- Dewitt, Jones and Leahy. (2009). Comprehension Strategy Instruction in Core Reading Programs. Reading Research Quarterly, 44(2), 102-126.
- International Reading Association & National Council of the Teachers of English (1996). *Standards for English Language Arts.* Newark, Delaware. Retrieved from http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf
- Shanahan, Tim. (2018). Knowing and Reading--What Can We Do to Make Sure Kids Know Enough to Comprehend. Shanahan on Literacy. Retrieved from http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs.
- Wexler, Natalie. (2018). Why American Students Haven't Gotten Better at Reading in 20 Years. The Atlantic. Retrieved from https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/

Design Considerations

Guiding Principles and Grade-Specific Standards

The Guiding Principles define general, interdisciplinary literacy expectations that must be met for students to be transition ready. The K—12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to become transition ready no later than the end of high school. They are not anchored at the end of high school, but rather they are ongoing elements of literacy that can be applied by students as they transition to college and/or a career path. The grade-level standards provide additional specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles.

Balance of Building Knowledge and Applying Skills and Strategies

The standards place equal emphasis on the sophistication of what students read and the skill with which they read. For example, Reading Literature and Reading Informational Text Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading and incorporates the reading strategies as the foundation to comprehension. Current research and best practice suggest that students comprehend texts best when they are able to activate schema, make meaning and recognize vocabulary. Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways. Thus, students should be encouraged to read about their interests and curiosities and to see the transference and application of knowledge between English/language arts and other content areas, such as science, social studies and math. They also should further that knowledge by writing about what they are reading and their existing understanding of terms, concepts and processes.

Early Literacy

To reinforce the importance of early literacy, the K-5 *Kentucky Academic Standards for Reading and Writing* include expectations for reading literary and informational texts, composition, language and foundational skills applicable across disciplines. The revisions to the K-5 standards align with and build upon the early childhood standards, providing a developmentally appropriate progression as students transition from preschool to kindergarten.



They articulate rigorous grade-level expectations essential to developing a strong infrastructure of essential early literacy skills in order to equip students with the skills and knowledge critical to be successful in later years and, ultimately, transition ready. For example, the reading literature and reading informational text strands introduce inferring in kindergarten rather than waiting until third grade as in the previous standards document. The standards also address the need to teach comprehension strategies beginning in kindergarten and continuing through grade 12 because of their importance in aiding comprehension. Changes like these provide intentional opportunities for students' critical thinking skills to begin developing much sooner than before and promotes the activation of those skills as students learn to process the meaning of texts through comprehension and analysis in early primary.

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

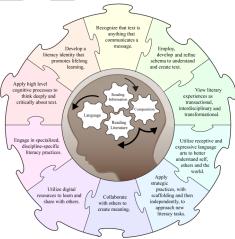


Figure 1 Interdisciplinary Literacy Practices Infographic

Multidimensionality

The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the "what" to help students access concrete and abstract "thinking" needed to practice the "doing" of reading and composing within the discipline. The previous literacy standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording. By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth. In planning and instruction, teachers will need to know when to utilize the interdependence of a text's level of comprehension and analysis to develop the students' skills and knowledge to become independent and proficient thinkers.

Distribution of Literary and Informational Text

The standards contain both a reading strand for literature and for informational text. Informational texts also are referenced in Composition Research Standards 5 and 6. Literary and informational texts are distinguished in two separate strands due primarily to the varied purposes for which students read different texts and the structural differences that mark the text types. In K-5, the standards follow the National Assessment of Educational Progress (NAEP)



Reading Framework (2017) for balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science and technical subjects. In 6-12, the standards are in accordance with NAEP's increased emphasis on informational texts. As a result, in the higher grades, the distribution requires a significant amount of reading informational texts take place in and outside the ELA classroom. Thus, to ensure transition readiness, students must be exposed to a wide variety of complex, grade-level texts, so they are equipped to read, comprehend and analyze texts as literate citizens in the 21st century.

21st Century Literacy

The digital media skills and understandings are embedded throughout the Interdisciplinary Literacy Practices and standards rather than addressed in a separate section. The Practices focus on students recognizing digital media as text, and Practice 7 states that students must "[u]tilize digital resources to learn and share with others." The Writing strand has been revised and renamed as the Composition strand to denote the impact of digital literacy on the process of composing. Student composition should not be limited to writing on paper or drafting in a word processing document; instead, they should use digital resources to create, publish, research and update individual or shared products and to take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARDS USE AND DEVELOPMENT

The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The Kentucky Academic Standards for Reading and Writing outline the minimum content standards Kentucky students should learn in each grade-level English/ language arts course. The standards address what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish what students should know and be able to do at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must assure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks. They are statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers.

Translating the Standards into Curriculum

The KDE does not require specific curriculum or strategies to be used to teach English/language arts, only the *Kentucky Academic Standards (KAS)*. Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a



curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The <u>Kentucky Model Curriculum Framework</u> serves as a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate "future-oriented" thinking while suggesting a process for designing and reviewing the local curriculum.

Organization of the Standards

The *Kentucky Academic Standards for Reading and Writing* consist of the Reading Literature, Reading Informational Text, Composition, Language, Handwriting Skills (K-3) and Foundational Skills (K-5) strands. To parallel the federal Every Student Succeeds Act, Kentucky's standards are titled *Kentucky Academic Standards for Reading and Writing*; however, the review committee intentionally chose to include a Composition strand rather than a Writing strand. They envisioned writing as more than the traditional use of paper and pencil or word processing as 21st Century literacy encompasses the use of digital resources to create, publish and research. The strands outline what a student should know and be able to do independently by the end of each grade in grades K-8 and each grade band for 9-10 and 11-12. Forming grade bands at the high school level allows schools and districts flexibility in course design. These grade-level specific and grade-banded standards intentionally support the learning progression as they strategically stair step students toward the guiding principles for each strand. The guiding principles represent broad statements about the expectations for students as they prepare for life after high school. In short, attainment of grade-level standards should prepare students to achieve the guiding principles.

Strands and Coding

The coding for the standards begins with an abbreviation of the strand followed by the grade-level in the middle and the standard number at the end. Strand abbreviations include RL for reading literature, RI for reading informational texts, C for composition (formerly labeled W for writing), L for language,

Strand	Abbreviation	Example	Meaning
Reading Literature	RL	RL.7.2	Reading Literature, Grade 7, Standard 2
Reading Informational	RI	RI.5.5	Reading Informational Text, Grade 5, Standard 5
Composition	С	C.9-10.1a	Composition, Grades 9-10, Standard 1, Substandard a
Language	L	L.11-12.5b	Language, Grades 11-12, Standard 5, Substandard b
Handwriting	HW	HW.K.1	Handwriting, Kindergarten, Standard 1
Reading Foundational Skills	RF	RF.K.3c	Reading Foundational Skills, Kindergarten, Standard 3, Substand- ard c



Guiding Principles

Guiding Principles frame each strand of the Reading and Writing standards. The guiding principles represent broad statements about the expectations for students after high school graduation. The number of guiding principles dictates the number of standards for a given strand. The Reading strands have ten principles, which are the same for both Literature and Informational Text. In the Composition Strand, there are seven guiding principles, and there are five guiding principles in the Language strand.

	Gui	ding Principles for Reading Literature and Informational Text		Interdisciplinary Literacy Practices 🛛 🔊
		Key Ideas and Details	-	
ne Guiding Principles are listed on every	1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.
rade-level standards – page and viewable /ithin each standard	2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	2	Employ, develop and refine schema to understand and create text.
breakdown.	3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	View literacy experiences as transac tional, interdisciplinary and transfor- mational.
		Craft and Structure		Utilize receptive and expressive lan-
	4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guage arts to better understand self, others and the world.
	87.4	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		Apply strategic practices, with
	5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	5	scaffolding and then independently, to approach new literacy tasks.
-	6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	-	Utilize digital resources to learn and	
F			7	share with others.
	7	Students will integrate and evaluate content presented in print/non-print forms of text found in di- verse media and formats.	8	Engage in specialized, discipline-
		Students will delineate and evaluate the argument, specific claims and evidence in a text,	•	specific literacy practices.
	8	assessing the validity, reasoning, relevance and sufficiency.		Apply high level cognitive processes
-	9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9	to think deeply and critically about text.
		Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-
F		Students will read, comprehend and analyze complex literary and informational texts independently	10	motes lifelong learning.
	10	and proficiently.		HOME 17

Interdisciplinary Literacy Practices

The ten Interdisciplinary Literacy Practices are visible and numbered 1-10 on each main standards page to the right of the standards to emphasize the strong connection between standards and practices. It is important for teachers to embed opportunities for students to experience the practices daily as they teach the standards and create a literacy-rich environment.

	Reading Standards for Informational Text Grade 2		Interdisciplinary .iteracy Practices
RI.2.1	Key Ideas and Details Ask and answer such questions as who, what, where, when, why, and how and make and support logi- cal inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts, or steps in technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	Craft and Structure		mational.
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RI.2.5	Identify and describe informational text structures including sequence/chronological and descriptive structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	Apply strategic practices, with scaffolding and then independently,
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.		to approach new literacy tasks.
	Integration of Knowledge and Ideas	6	meaning.
RI.2.7	Identify information gained from visuals and words in the text and explain how that information con- tributes to understanding of the text.	7	Utilize digital resources to learn and share with others.
RI.2.8	Describe how reasons support specific claims the author makes in a text.		Engage in specialized, discipline-
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	8	specific litera cy practices.
	Range of Reading and Text Complexity	9	Apply high level cognitive process to think deeply and critically about text.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,		
8.2.10	visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, com- prehend, and analyze grade-level appropriate, complex informational texts independently and profi- ciently.	10	Develop a literacy identity that pro- motes lifelong learning.

The ten Interdisciplinary Literacy Practices are included on each grade-level standards page.





Multidimensionality

Coding is used to show how each individual standard is multidimensional. The dimensions are denoted as follows:

WORDS IN ALL CAPS AND IN MAROON = CONTENT	Words in Italics and in Green = Comprehension	Words in Bold and in Purple = Analysis
The tools of an author and the objects of literacy woven into the skills stu- dents must access and apply when developing comprehension and per- forming analysis	This concrete dimension requires the objective understanding of a text, topic or convention of language.	This abstract dimension requires more than objective understanding of main ideas and key details. The ability to read "between or above the lines" is how students become critical thinkers.
Examples: central idea, theme, tone, structure, syntax	Examples: decoding language and words in context, being able to effectively sum- marize or retell what has been read, knowing the grammar rule	Examples: critical reading to deter- mine underlying meaning and pur- pose, determining WHY an author made particular choices, being able to effectively explain inferences and what is implied.

Example of a standard coded for multidimensionality:

RI.7.2	Determine CENTRAL IDEAS of a text and analyze their development through <i>citing textual evidence, paraphrasing or summarizing</i> .
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Standard Breakdown

Each standard can be viewed with the guiding principle, progression and multidimensionality in the standard breakdown as shown below .

	GUIDING PRINCIPLE FOR READING LITERATURE									
7	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.									
	PROGRESSION									
	RL.4.1	RL.5.1	RL.6.1		Th					
/	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when draw- ing inferences from the text.	Cite textual evidence to support anal- ysis of what the text says explicitly as well as inferences drawn from the text.		ar ar an					
	MULTIDIMENSIONALITY - RL.5.1									
	Green = Comprehension Purple = Analysis Maroon = CONTENT QUOTE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing infer- ences from the text.									

The guiding principle, or broader goal by graduation, is located at the top of the standard breakdown.

The progression places the main standard in the middle, the matching standard for the preceding grade to the left and grade after standard to the right.

The dimensionality of the main standard, the standard in the middle of the progression above, is provided.

Standard Breakdown Key

Image	What it Represents	Meaning
\$ 2	Guiding Principle	The graduation cap signifies the guiding principles as they are broad statements about the expectations for students as they prepare for life after high school.
	Progression	The arrow signifies the progression of the standards as they advance from kindergarten to grade 12.
	Multidimensionality	The layers signify the standard is coded to reflect the con- tent, comprehension and analysis within the standard.



Gu	iding Principles for Reading Literature and Informational Text		Interdisciplinary Literacy Practices	
	Key Ideas and Details			
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.	
2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	2	Employ, develop and refine schema to understand and create text.	
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guage arts to better understand self, others and the world.	
l i	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		Apply strategic practices, with	
5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	5	scaffolding and then independently, to approach new literacy tasks.	
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.		Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas	_	Utilize digital resources to learn and	
	Students will integrate and evaluate content presented in print/non-print forms of text found in di-	7	share with others.	
7	verse media and formats.	8	Engage in specialized, discipline-	
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		specific literacy practices.	
9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9	Apply high level cognitive processes to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-	
10	Students will read, comprehend and analyze complex literary and informational texts independently	10	motes lifelong learning.	
10	and proficiently.		HOME	

Interdisciplinary Guiding Principles for Composition Literacy Practices Recognize that text is anything that **Text Types and Purposes** 1 communicates a message. Students will compose arguments to support claims in an analysis of substantive topics or texts, using 1 Employ, develop and refine schema valid reasoning and relevant and sufficient evidence. 2 to understand and create text. View literacy experiences as transac-Students will compose informative and explanatory texts to examine and convey complex ideas clearly 2 3 tional, interdisciplinary and transforand accurately through the effective selection, organization and analysis of content. mational. Utilize receptive and expressive lan-Students will compose narratives to develop real or imagined experiences or events, using effective 3 4 guage arts to better understand self, technique, well-chosen details and well-structured event sequences. others and the world. Apply strategic practices, with **Production and Distribution** 5 scaffolding and then independently, to approach new literacy tasks. Students will use digital resources to create and publish products as well as to interact and collaborate 4 with others. Collaborate with others to create 6 new meaning. **Research to Build & Present Knowledge** Utilize digital resources to learn and 7 Students will conduct short as well as more sustained research projects based on focused questions, 5 share with others. demonstrating understanding of the subject under investigation. Engage in specialized, discipline-8 Students will gather relevant information from multiple print and digital sources, assess the credibility specific literacy practices. 6 and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism. Apply high level cognitive processes 9 to think deeply and critically about **Range of Writing** text. Develop a literacy identity that pro-10 Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes 7 motes lifelong learning. and audiences. HOME

	Guiding Principles for Language		Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.	
1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	2	Employ, develop and refine schema to understand and create text.	
	2 Students will demonstrate command of the conventions of standard English capitalization, punctua- tion and spelling when writing.		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
2			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
3			Collaborate with others to create new meaning.	
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.	
	4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, con- sulting reference material when appropriate. Students will acquire and use accurately a range of gen- eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and lis- tening in order to be transition ready.		Engage in specialized, discipline- specific literacy practices.	
4			Apply high level cognitive processes to think deeply and critically about text.	
5	Students will demonstrate understanding of word relationships and nuances in word meanings.	10	Develop a literacy identity that pro- motes lifelong learning.	
			HOME	

Kentucky Academic Standards for Reading and Writing: Kindergarten-Grade 5 Overview

READING (RL AND RI)

K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. To meet this expectation for K-5, students must read widely and deeply from a broad range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By moving from less-rigorous to more rigorous texts within the same content or topic set, students will accumulate necessary background knowledge and vocabulary prior to encountering the most challenging texts. Through intentional scaffolding in which responsibility is gradually released, students will learn to activate schema, use cognitive strategies flexibly, acquire rich content knowledge and develop into independent and proficient lifelong learners.

Students must develop the habit of reading closely, and teachers must provide them with guidance and direction using teacher or student generated text-dependent questions that will lead to both explicit and inferential understanding of texts. In kindergarten and first grade, students are provided with scaffolding and support as they learn to ask and answer explicit and implicit questions and make inferences. In second and third grade, students should ask and answer explicit and implicit questions and make inferences on their own. In fourth and fifth grade, students must locate and cite appropriate textual evidence to support their responses and analyze the text. By the end of fifth grade, students should be able to explain the relationships between individuals, events, ideas or concepts that occur over the course of a text.

The linear progression of the standards promotes the spiraling of foundational content and concepts from year to year. Within the grade level, alignment between standards is also present and should be addressed in multiple grade-level appropriate texts. Students must be exposed to and taught from grade-level appropriate, complex texts. Teachers should supplement quantitative measures, such as Lexile and Flesch-Kincaid, with qualitative measures, such as Tier 2 and Tier 3 vocabulary in context and subject-knowledge requirements, to determine the instructional purpose for texts and text sets.

COMPOSITION

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of opinion, informative/explanatory, narrative and research products. With scaffolding and support, students develop and organize clear, coherent products that are appropriate to task, purpose and audience. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

LANGUAGE

Within these standards, students must demonstrate command of Standard English grammar, usage and mechanics as well as understand how language functions in various contexts. With prior support, students may independently determine or clarify the meaning of grade appropriate words, come to appreciate nonliteral and shades of meaning and expand their vocabulary in the course of studying content. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.



	Reading Foundational Skills – Kindergarten Print Concepts		Interdisciplinary Literacy Practices
	Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page.	1	Recognize that text is anything that communicates a message.
RF.K.1	b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Recognize that words are separated by spaces in print.	2	Employ, develop and refine schema to understand and create text.
	d. Recognize and name all upper- and lowercase letters of the alphabet. Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Pemonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rhymes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RF.K.2			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Phonics and Word Recognition	6	Collaborate with others to create new meaning.
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the pri-	7	Utilize digital resources to learn and share with others.
RF.K.3	c. Read common high-frequency words by sight.d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.		Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
RF.K.4	Fluency Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.
	a. Read emergent-reader texts with purpose and understanding.		HOME

	Reading Standards for Literature - Kindergarten		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.K.1</u>	With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.K.2</u>	With prompting and support, orally recognize key details from a summary to demonstrate under- standing of the lesson learned in the story.	2	Employ, develop and refine schema to understand and create text.
<u>RL.K.3</u>	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or		guage arts to better understand self, others and the world.
	appeal to the senses.		Apply strategic practices, with
<u>RL.K.5</u>	Recognize common structures of poems, stories and dramas.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.K.6</u>	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	<u> </u>	Utilize digital resources to learn and
		7	share with others.
<u>RL.K.7</u>	With prompting and support, describe the relationship between illustrations and the story in which they appear.	8	Engage in specialized, discipline- specific literacy practices.
	(Not applicable to literature)		specific interacy practices.
<u>RL.K.8</u>	(Not applicable to literature)		Apply high level cognitive processes
<u>RL.K.9</u>	With prompting and support, compare/contrast the adventures and experiences of characters in sto- ries.	9	to think deeply and critically about text.
			Develop a literacy identity that pro-
	Range of Reading and Level of Text Complexity With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	motes lifelong learning.
RL.K.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to	<u> </u>	
<u>ILL.IL.IU</u>	make sense of grade-level appropriate, complex literary texts.		HOME

sciplinary **Practices**

Interdisciplinary 1. Students will read closely to determine what the text says explicitly and to make logical infer-**Literacy Practices** ences from it; cite specific textual evidence to support conclusions drawn from the text. PROGRESSION Recognize that text is anything that 1 communicates a message. RL.K.1 RL.1.1 With prompting and support, With prompting and support, ask and Employ, develop and refine schema ask and answer explicit quesanswer explicit questions about key 2 to understand and create text. tions about key ideas and deideas and details and make and suptails, and make logical inferport logical inferences to construct View literacy experiences as transacences to construct meaning meaning from the text. 3 tional, interdisciplinary and transforfrom the text. mational. **MULTIDIMENSIONALITY - RL.K.1** Utilize receptive and expressive lan-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 4 guage arts to better understand self, With prompting and support, ask and answer explicit questions about KEY IDEAS AND DETAILS, and make others and the world. logical inferences to construct meaning from the text. Apply strategic practices, with 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING LITERATURE** Collaborate with others to create 6 2. Students will determine central ideas or themes of a text and analyze their development; cite specific new meaning. textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. Utilize digital resources to learn and 7 PROGRESSION share with others. RL.K.2 RL.1.2 Engage in specialized, discipline-With prompting and support, With prompting and support, rec-8 specific literacy practices. orally recognize key details ognize key details from a summary from a summary to demonto demonstrate understanding of Apply high level cognitive processes strate understanding of the the author's message, lesson 9 to think deeply and critically about lesson learned in the story. learned, and/or moral. text. **MULTIDIMENSIONALITY - RL.K.2** Develop a literacy identity that pro-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 motes lifelong learning. With prompting and support, orally recognize key details from a summary to demonstrate understanding of the LESSON LEARNED in the story.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

GUIDING PRINCIPLE FOR READING LITERATURE

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3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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_	PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.K.3	RL.1.3		communicates a message.
	With prompting and support, identify characters, settings and major events in order to make	Describe characters, settings and ma- jor events in a story, using key details in order to make meaning of the story	2	Employ, develop and refine schema to understand and create text.
	meaning of the story develop- ment.	development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
⊐	MULTIDIMENSIONALITY - RL.K Green (italic) = Comprehension Purple (bold) = Analysis With prompting and support, identify CHARACTERS, SETTINGS ar	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	make meaning of the story development.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 GUIDING PRINCIPLE FOR READING LITERATURE 4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. 			Collaborate with others to create new meaning.
	PROGRESSION		7	Utilize digital resources to learn and share with others.
	RL.K.4	RL.1.4		
	With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or ap- peal to the senses in order to con-	8	Engage in specialized, discipline- specific literacy practices.
	feelings or appeal to the sens- es.	struct meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.K.4			
	Green (italic) = Comprehension Purple (bold) = Analysis With prompting and support, identify words and phrases in storie	<pre>MAROON (CAPS) = CONTENT es or poems that SUGGEST FEELINGS OR</pre>	10	Develop a literacy identity that pro- motes lifelong learning.
	APPEAL TO THE SENSES.			HOME

 GUIDING PRINCIPLE FOR READING LITERATURE 5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole. 				Interdisciplinary
			Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that
	RL.K.5	RL.1.5		communicates a message.
	Recognize common structures of poems, stories and dramas.Recognize major differences between the structures of poems, stories and dramas, including but not limited		2	Employ, develop and refine schema to understand and create text.
		to linear, nonlinear and circular struc- tures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Recognize common STRUCTURES OF POEMS, STORIES AND DRAMAS.			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	G PRINCIPLE FOR READING LITE	RATURE e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and share with others.
	RL.K.6	RL.1.6	7	
	With prompting and support, identify the author and illustra- tor of a story and explain how	With prompting and support, identify who is telling the story at various points in a text.	8	Engage in specialized, discipline- specific literacy practices.
•	each tells the story.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.K.(6		
	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT TOR OF A STORY, and explain how each	10	Develop a literacy identity that pro- motes lifelong learning.
tells the story.				HOME

	 GUIDING PRINCIPLE FOR READING LITERATURE 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. 				Interdisciplinary
P				Literacy Practices	
		PROGRESSION		1	Recognize that text is anything that communicates a message.
		RL.K.7	RL.1.7		communicates a message.
		With prompting and support, describe the relationship be- tween illustrations and the sto-	Use a story's illustrations and details to describe its characters, setting and events.	2	Employ, develop and refine schema to understand and create text.
•		ry in which they appear.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.K.	7		Utilize receptive and expressive lan-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
		escribe the relationship between IL	LUSTRATIONS AND THE STORY IN		others and the world.
	WHICH THEY APPEAR.			-	Apply strategic practices, with
				5	scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE				· · · · · · · · · · · · · · · · · · ·
	8. Students will delineate and e	evaluate the argument, specific clai	ims and evidence in a text, assessing the	6	Collaborate with others to create
	validity, reasoning, relevance ar	nd sufficiency.			new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
		RL.K.8	RL.1.8	/	share with others.
		(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
					Apply high level cognitive processes
				9	to think deeply and critically about
					text.
		MULTIDIMENSIONALITY - RL.K			Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	(Not applicable to literature)				
					HOME

		RATURE mes or topics in order to build knowledge		Interdisciplinary Literacy Practices
	PROGRESSION			Recognize that text is anything that
	RL.K.9	RL.1.9	1	communicates a message.
	With prompting and support, compare/contrast the adven- tures and experiences of char-	Compare/contrast the adventures and experiences of characters in stories.	2	Employ, develop and refine schema to understand and create text.
	acters in stories. MULTIDIMENSIONALITY - RL.K.		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
1	rehension Purple (bold) = Analysis mpare/contrast the adventures and	MAROON (CAPS) = CONTENT d experiences of CHARACTERS in stories.	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
	G PRINCIPLE FOR READING LITE and and analyze complex literary te	ERATURE exts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	PROGRESSION		6	Collaborate with others to create
	RL.K.10	RL.1.10	0	new meaning.
	With prompting and support, flexi- bly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing,	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior	7	Utilize digital resources to learn an share with others.
	summarizing, using prior knowledge, determining im- portance) to make sense of grade-	knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	8	Engage in specialized, discipline- specific literacy practices.
, N	level appropriate, complex literary texts. //ULTIDIMENSIONALITY - RL.K.1	10	9	Apply high level cognitive processe to think deeply and critically about
Green (italic) = Comn	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		text.
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	Reading Standards for Informational Text - Kindergarten		Interdisciplinary Literacy Practices
	Key Ideas and Details		,
<u>RI.K.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.K.2</u>	With prompting and support, orally recognize key details from a summary to demonstrate understand- ing of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.K.3</u>	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.K.4</u>	With prompting and support, ask and answer questions about unknown words in a text.	4	guage arts to better understand self, others and the world.
<u>RI.K.5</u>	Identify the front cover, back cover and title page of a book.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.K.6</u>	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	7	share with others.
			Engage in specialized, discipline-
<u>RI.K.8</u>	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	8	specific literacy practices.
<u>RI.K.9</u>	With prompting and support, identify information from two or more texts on similar themes or topics.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
DL K 40	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>RI.K.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.		HOME

1. Students will read closely to	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 1. Students will read closely to determine what the text says explicitly and to make logical infer- ences from it; cite specific textual evidence to support conclusions drawn from the text.			Interdisciplinary Literacy Practices
	PROGRESSION			
	RI.K.1 With prompting and support, ask and answer explicit ques- tions about key concepts and	RI.1.1 With prompting and support, ask and answer explicit questions about key concepts and details and make and	2	communicates a message. Employ, develop and refine schema to understand and create text.
	details, and make logical infer- ences to construct meaning from the text.	support logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.K1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, ask and answer explicit questions about KEY CONCEPTS AND DETAILS, and make logical inferences to construct meaning from the text. GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, includ-			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				Collaborate with others to create new meaning.
ing summary, paraphrase and direc	t quotations to support conclusions dra		7	Utilize digital resources to learn and share with others.
	RI.K.2 With prompting and support, orally recognize key details from	RI.1.2 With prompting and support, recog- nize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.
	a summary to demonstrate un- derstanding of the central idea of a text.	to demonstrate understanding of the central idea of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Com		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
of the CENTRAL IDEA of a text.	any recognize KEY DETAILS from a s	ummary to demonstrate understanding		HOME

3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION		1	Recognize that text is anything that
	RI.K.3	RI.1.3	1	communicates a message.
	With prompting and support, identify the individuals, events, ideas or pieces of information	With prompting and support, identify the connection between individuals, events, ideas or pieces of information	2	Employ, develop and refine schema to understand and create text.
	presented over the course of a text.	over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.K.: prehension Purple (bold) = Analysis lentify the INDIVIDUALS, EVENTS, ID		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
sented over the course of a text			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
• 4. Students will interpret word		a text, including determining technical,	6	Collaborate with others to create new meaning.
connotative and figurative mea	nings, and analyze how specific wor PROGRESSION RI.K.4	a choices shape meaning or tone. RI.1.4	7	Utilize digital resources to learn and share with others.
	With prompting and support, ask and answer questions	Ask and answer questions to help de- termine or clarify the meaning of	8	Engage in specialized, discipline- specific literacy practices.
	about unknown words in a text.	words and phrases in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K.4 prehension Purple (bold) = Analysis sk and answer questions about UNK	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	sk und unswer questions about ONK			HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION			1	Recognize that text is anything that
	RI.K.5	RI.1.5	1	communicates a message.
	Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, cap-	2	Employ, develop and refine schema to understand and create text.
		tions, bold print, subheadings, index- es, electronic menus and icons to lo- cate key facts or information in a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.K. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Identify the FRONT COVER, BAC	K COVER AND TITLE PAGE of a book	k.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	INCIPLE FOR READING INFORMA	ATIONAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION RI.K.6	RI.1.6	7	Utilize digital resources to learn and share with others.
	With prompting and support, identify the author and illustra- tor of a text, and define the role	Distinguish between information pro- vided by pictures or other illustrations and information provided by the	8	Engage in specialized, discipline- specific literacy practices.
	of each in presenting the ideas or information in a text.	words in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY - RI.K.6				
	orehension Purple (bold) = Analysis lentify THE AUTHOR AND ILLUSTRA	MAROON (CAPS) = CONTENT TOR OF A TEXT and <i>define</i> THE ROLE OF	10	Develop a literacy identity that pro- motes lifelong learning.
EACH in presenting the ideas or	information in a text.			HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION		1	Recognize that text is anything that	
	RI.K.7	RI.1.7		communicates a message.
	With prompting and support, describe the relationship be- tween visuals and the text.	Use the visuals and details in a text to describe its key ideas.	2	Employ, develop and refine schema to understand and create text.
			3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
	MULTIDIMENSIONALITY - RI.K.7 = Comprehension Purple (bold) = Analysis port, describe the relationship between VI	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
			5	Apply strategic practices, with scaffolding and then independently
CHIDIN				to approach new literacy tasks.
	IG PRINCIPLE FOR READING INFORMA and evaluate the argument, specific claim nce and sufficiency.		6	to approach new literacy tasks. Collaborate with others to create new meaning.
8. Students will delineate	and evaluate the argument, specific claim			Collaborate with others to create new meaning.
8. Students will delineate	and evaluate the argument, specific claim nce and sufficiency.		6 7	Collaborate with others to create new meaning.
8. Students will delineate	and evaluate the argument, specific claim nce and sufficiency. PROGRESSION	ns and evidence in a text, assessing the		Collaborate with others to create new meaning. Utilize digital resources to learn an
8. Students will delineate	and evaluate the argument, specific claim nce and sufficiency. PROGRESSION RI.K.8 With prompting and support, identify the claim and the rea-	RI.1.8 Identify the claim and the reasons an author gives to support the claim in a	7	Collaborate with others to create new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processe
8. Students will delineate	and evaluate the argument, specific claim nce and sufficiency. PROGRESSION RI.K.8 With prompting and support, identify the claim and the rea- sons an author gives to support	RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text.	7 8	Collaborate with others to create new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processe to think deeply and critically about text.
8. Students will delineate validity, reasoning, releva	and evaluate the argument, specific claim nce and sufficiency. PROGRESSION RI.K.8 With prompting and support, identify the claim and the rea- sons an author gives to support claims in a text.	RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text.	7 8	Collaborate with others to create new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			Interdisciplinary	
9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices	
	PROGRESSION				
	RI.K.9	RI.1.9	1	Recognize that text is anything that communicates a message.	
	With prompting and support, identify information from two or more texts on similar themes	Identify information from two or more texts on similar themes or topics.	2	Employ, develop and refine schema to understand and create text.	
	or topics. MULTIDIMENSIONALITY - RI.K.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, <i>identify information</i> from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficient- ly. PROGRESSION			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
• — Iy.				Collaborate with others to create	
	RI.K.10	RI.1.10	6	new meaning.	
	With prompting and support, flexi- bly use a variety of comprehension strategies (i.e., questioning, moni-	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	7	Utilize digital resources to learn and share with others.	
	toring, visualizing, inferencing, summarizing, using prior knowledge, determining im-	inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,	8	Engage in specialized, discipline- specific literacy practices.	
	portance) to make sense of grade- level appropriate, complex infor- mational texts.	complex informational texts.	9	Apply high level cognitive processes to think deeply and critically about	
	MULTIDIMENSIONALITY-RI.K.1			text.	
With prompting and support, fle		MAROON (CAPS) = CONTENT on strategies (i.e., questioning, monitor- etermining importance) to make sense	10	Develop a literacy identity that pro- motes lifelong learning.	
of GRADE-LEVEL APPROPRIATE, (of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.			HOME	

	Handwriting - Kindergarten		Interdisciplinary Literacy Practices		
	Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.		1	Recognize that text is anything that communicates a message.	
HW. K.1	Print all upper and lowercase letters and numerals.		2	Employ, develop and refine schema to understand and create text.	
		PROGRESSION			
	HW.K.1 HW.A.1 Print all upper and lowercase letters and numerals. Legibly print all upper- and lowercase letters and numerals.	Print all upper and lowercase	Legibly print all upper- and lower-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			6	Collaborate with others to create new meaning.	
		7	7	Utilize digital resources to learn and share with others.	
			8	Engage in specialized, discipline- specific literacy practices.	
			9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

Composition – Kindergarten Text Types and Purposes			Interdisciplinary Literacy Practices	
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	1	Recognize that text is anything that communicates a message.	
<u>C.K.1</u>	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding idea. 	2	Employ, develop and refine schema to understand and create text.	
		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	mpose informative and/or explanatory texts, using a combination of drawing, dictating, writing and ital resources, to establish a topic and supply information about the topic.	6	Collaborate with others to create new meaning.	
	 NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. Introduce the topic. 		Utilize digital resources to learn and share with others.	
<u>С.К.2</u>			Engage in specialized, discipline- specific literacy practices.	
	 c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. 	9	Apply high level cognitive processes to think deeply and critically about text.	
	f. Provide a concluding idea.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		Develop a literacy identity that pro- motes lifelong learning.	
			HOME	

Composition – Kindergarten			Interdisciplinary Literacy Practices	
Test Types and Purposes				
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	Recognize that text is anything that communicates a message.	
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive de- tails and clear sequences.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)		View literacy experiences as transac-	
<u>С.К.З</u>	a. With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.	3	tional, interdisciplinary and transfor- mational.	
	b. Recount a single event.		Utilize receptive and expressive lan-	
	c. Include details which describe actions, thoughts, emotions.	4	guage arts to better understand self, others and the world.	
	d. Create a sense of closure.	5	Apply strategic practices, with	
	e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		scaffolding and then independently, to approach new literacy tasks.	
	Production and Distribution		Collaborate with others to create	
<u>С.К.4</u>	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	6	new meaning.	
			Utilize digital resources to learn and	
	Research to Build and Present Knowledge	7	share with others.	
<u>С.К.5</u>	With guidance and support, participate in shared research and writing projects.	8	Engage in specialized, discipline- specific literacy practices.	
<u>С.К.6</u>	With guidance and support, collect information from real-world experiences or provided sources to		Apply high level cognitive processes	
	answer or generate questions.	9	to think deeply and critically about	
	Range of Writing	L	text.	
<u>С.К.7</u>	(Begins in grade 3)		Develop a literacy identity that pro- motes lifelong learning.	
			НОМЕ	

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.K.1 Compose opinion pieces, using a combination of drawing, dictating,	C.1.1 Compose opinion pieces, using a combination of drawing, dictating,	2	Employ, develop and refine schema to understand and create text.
	writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the op-	writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 lize those digital resources.) a. With guidance and support from adults, strengthen writing 	writing from adults, strengthen ion and writing through peer collabo- ration and adding details	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	through peer collaboration and adding details through writing and/or pictures as needed.		6	Collaborate with others to create new meaning.
	b. Introduce the topic.	tures as needed.	7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
	 Provide reasons with details to support the opinion. 	 c. Provide reasons with details to support the opinion. 	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
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PROGRESSION				Interdisciplinary
	С.К.1	C.1.1		Literacy Practices
	d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
	e. Provide a concluding idea.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
	 f. With guidance and support from peers and adults, de- velop and strengthen writing 	 f. With guidance and support from peers and adults, develop and strengthen writing as 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.K.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose OPINION PIECES, using a combination of drawing, dictating, writing and digital resources, *to state the topic* **and an opinion**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- C. Provide reasons with details to support the opinion.
- d. Use grade-appropriate TRANSITIONS.
- e. Provide a concluding idea.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

P

• **2.** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

clearly and accurately through the effective selection, organization and analysis of content.			Recognize that text is anything that
PROGRESSION		1	communicates a message.
C.K.2 Compose informative and/or ex- planatory texts, using a combina-	C.1.2 Compose informative and/or explanatory texts, using a combina-	2	Employ, develop and refine schema to understand and create text.
tion of drawing, dictating, writing and digital resources, to establish a topic and supply information about	tion of drawing, dictating, writing and digital resources, to establish a topic and provide information	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
the topic. (NOTE: Students must have the op-	about the topic. (NOTE: Students must have the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
lize those digital resources.) a. With guidance and support	lize those digital resources.) a. With guidance and support	6	Collaborate with others to create new meaning.
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing	 With guidance and support from adults, strengthen writing through peer collabo- ration and adding details 	7	Utilize digital resources to learn and share with others.
and/or pictures as needed.	through writing and/or pic- tures as needed.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	b. Introduce the topic.	9	Apply high level cognitive processes- to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

PROGRESSION			Interdisciplinary
	С.К.2	C.1.2	Literacy Practices
	 Supply information to devel- op the topic. 	 Supply information with detail to develop the topic. 	1 Recognize that text is anything that communicates a message.
	 d. Use grade-appropriate con- junctions to develop text structure within sentences. 	 Use grade-appropriate con- junctions to develop text structure within sentences. 	2 Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	tions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	4 Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	f. Provide a concluding idea.	f. Provide a concluding section.	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 g. With guidance and support from peers and adults, devel- op and strengthen writing as 	g. With guidance and support from peers and adults, devel- op and strengthen writing as	6 Collaborate with others to create new meaning.
	needed by planning, revising and editing.	needed by planning, revising and editing.	7 Utilize digital resources to learn and share with others.
			8 Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processesto think deeply and critically about text.
			10 Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.K.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

PROGRESSION			1	Recognize that text is anything that communicates a message.
	С.К.З	C.1.3		
	Compose narratives, using a combination of drawing, dic-	Compose narratives, using a com- bination of drawing, dictating,	2	Employ, develop and refine schema to understand and create text.
	tating, writing and digital re- sources, to develop real or imag- ined experiences or multiple	writing and digital resources, to develop real or imagined experi- ences or multiple events or ideas,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	events or ideas, using effective technique, descriptive details and clear sequences.	using effective technique, descrip- tive details and clear sequences.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	not <u>every</u> writing experience must utilize those digital re- sources.)		6	Collaborate with others to create new meaning.
	a. With guidance and support		7	Utilize digital resources to learn and share with others.
	from adults, produce writing in which the development and organization are appro-		8	Engage in specialized, discipline- specific literacy practices.
	priate to task and purpose. b. Recount a single event.	to task and purpose. b. Recount a single event or mul- tiple events, memories or ide-	9	Apply high level cognitive processes to think deeply and critically about text.
		as.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION			Interdisciplinary
С.К.З	C.1.3		Literacy Practices
 c. Include details which describe actions, thoughts, emotions. 	 c. Include details which describe actions, thoughts, emotions. 	1	Recognize that text is anything that communicates a message.
	d. Use temporal words and phrases to signal event order.	2	Employ, develop and refine schema to understand and create text.
d. Create a sense of closure.	e. Create a sense of closure.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. With guidance and support from peers and adults, devel-	 f. With guidance and support from peers and adults, devel- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
op and strengthen writing as needed by planning, revising and editing.	op and strengthen writing as needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.K.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. *Recount a single event*. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Interdisciplinary **Literacy Practices**

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

c.

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION			Recognize that text is anything that
	С.К.4	C.1.4	1	communicates a message.
	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collabora-	With guidance and support from adults, use a variety of digital re- sources to create and publish prod- ucts, including in collaboration with	2	Employ, develop and refine schema to understand and create text.
	tion with peers.	peers.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - C.K.4			Utilize receptive and expressive lan-
	Comprehension Purple (bold) = Analysis M from adults, explore a VARIETY OF DIGITAL		4	guage arts to better understand self, others and the world.
products, including in collab			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
5. Students will conduct sho	GUIDING PRINCIPLE FOR COMPOSITIO		6	Collaborate with others to create new meaning.
• demonstrating understandin	ng of the subject under investigation.		_	Utilize digital resources to learn and
	PROGRESSION	645	7	share with others.
	C.K.5 With guidance and support, partic- ipate in shared research and writing projects.	C.1.5 With guidance and support, participate in shared research and writing projects.	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = C	MULTIDIMENSIONALITY - C.K.5 Comprehension Purple (bold) = Analysis M/	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.

6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

	PROGRESSION			1	Recognize that text is anything that
		С.К.6	C.1.6		communicates a message.
		With guidance and support, collect information from real-world expe- riences or provided sources to an-	With guidance and support, collect information from real-world expe- riences or provided sources to an-	2	Employ, develop and refine schema to understand and create text.
		swer or generate questions.	swer or generate questions.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - C.K.6		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
⊐		nprehension Purple (bold) = Analysis M . lect information from real-world experi		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	IDING PRINCIPLEF OR COMPOSITIO	N	6	Collaborate with others to create new meaning.
12	7. Students will compose routin and audiences.	nely over extended and shorter time fra PROGRESSION	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
_		MULTIDIMENSIONALITY - C.K.7 apprehension Purple (bold) = Analysis M.	IAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	(Begins in grade 3)				HOME

	Language – Kindergarten		Interdisciplinary Literacy Practices
	Conventions of Standard English		Recognize that text is anything that
	When writing or speaking, demonstrate appropriate use of:	1	communicates a message.
	a. common nouns and verbs.		Employ, dayalap and rafine scheme
L.K.1	b. regular plural nouns by orally adding /s/ or /es/.	2	Employ, develop and refine schema to understand and create text.
	c. interrogative sentences using who, what, where, when, why and how.		View literacy experiences as transac-
	d. sentences using common prepositions.e. complete sentences.	3	tional, interdisciplinary and transfor- mational.
	When writing: a. Capitalize the first word in a sentence and the pronoun I.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.K.2</u>	b. Recognize and name end punctuation.	5	Apply strategic practices, with
	c. Write a letter or letters for most consonant and short-vowel sounds.d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		scaffolding and then independently, to approach new literacy tasks.
	Knowledge of Language	c	Collaborate with others to create
<u>L.K.3</u>	(Begins in grade 2)	6	new meaning.
	Vocabulary Acquisition and Use	_	Utilize digital resources to learn and
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kin- dergarten reading and content.	7	share with others.
	a. Identify homophones.	8	Engage in specialized, discipline-
<u>L.K.4</u>	b. Identify common affixes and how they change the meaning of a word.		specific literacy practices.
	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	9	Apply high level cognitive processes to think deeply and critically about
	With guidance and support from adults, explore word relationships and nuances in word meanings.		text.
<u>L.K.5</u>	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the cate- gories represent.	10	Develop a literacy identity that pro- motes lifelong learning.
	b. Demonstrate an understanding of verbs and adjectives and their antonyms.		
	c. Demonstrate an understanding of verbs and adjectives and their synonyms.		HOME
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1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	PRO	OGRESSION			Recognize that text is anything that
		L.K.1	L.1.1	1	communicates a message.
	demons a. com	demonstrate appropriate use of:demonstrate appropriate use of:a. common nouns and verbs.a. common, proper and possessive nouns in a sentence.b. regular plural nouns by orally adding /s/ or /es/.b. singular and plural nouns with matching verbs in basic sentences.c. interrogative sentences us- 	a. common, proper and posses-	2	Employ, develop and refine schema to understand and create text.
	addi c. inter ing v		 b. singular and plural nouns with matching verbs in basic sentences. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 why and how. d. sentences using common prepositions. e. complete sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring preposi- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
		 past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			6	Collaborate with others to create new meaning.	
		h. declara impera	 tions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to 	7	Utilize digital resources to learn and share with others.
	MULTIDIME	ENSIONALITY - L.K.1	prompts.	8	Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing or speaking, demonstrate appropriate use of: a. COMMON NOUNS AND VERBS.		9	Apply high level cognitive processes to think deeply and critically about text.	
		b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/. c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.		10	Develop a literacy identity that pro- motes lifelong learning.
	e. COMPLETE SENTENCES.				HOME

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation

and spelling when writing.

PROGRESSION		_	Recognize that text is anything that
L.K.2	L.1.2	1	communicates a message.
When writing:	When writing:		
a. Capitalize the first word in a sentence and the pronoun I.	 Capitalize proper nouns, in- cluding but not limited to dates and names of people. 	2	Employ, develop and refine schema to understand and create text.
 b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short- 	b. Demonstrate appropriate use of end punctuation.c. With prompting and support,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
vowel sounds. d. Spell simple words phoneti- cally, drawing on knowledge of sound-letter relation-	produce and write commas in dates and to separate single words in a series.d. Use conventional spelling for	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ships.	words with common spelling patterns and for frequently occurring irregular words.e. Spell untaught words phoneti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	cally, drawing on phonemic awareness and spelling con- ventions.	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
			Engage in specialized, discipline-
MULTIDIMENSIONALITY - L.K.2		8	specific literacy practices.
Green (italic) = Comprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		
When writing: a. <i>Capitalize</i> THE FIRST WORD IN A SENTENCE AND THE PRONOUN I.		9	Apply high level cognitive processes to think deeply and critically about text.
 b. Recognize and name END PUNCTUATION. c. Write a LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-V d. Spell simple words phonetically, drawing on knowledge of SOUND 		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

	GUI	1	Interdisciplinary		
R	3. Students will apply knowledge to make effective choices for mea	Literacy Practices			
	PROGRESSION				Recognize that text is anything that
		L.K.3	L.1.3 (Begins in grade 2)	1	communicates a message.
		(Begins in grade 2)		2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.	
Γ	Green (italic) = Compr	MULTIDIMENSIONALITY - L.K.3 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
_=	(Begins in grade 2)		9	Apply high level cognitive processes to think deeply and critically about text.	
	-			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

P

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

•	order to be transition ready.	1	Recognize that text is anything that		
	PROGRESSION	N		1	communicates a message.
	L.K.4 Determine or clarify the of unknown and multing	iple-	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
	 based on kindergarten reading and content. a. Identify homophones. b. Identify common affixes and how they change the mean- ing of a word. reading and content, choosing flexi- bly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the mean- ing of a word. b. Identify common affixes and 	n reading	bly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	quired through co tions, reading and	 c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. how they change the meaning of a word. With guidance and support, identify frequently occurring 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 root words and their inf forms. Use words and phrases through conversations, and being read to, and r ing to texts, including us 		root words and their inflectional forms.d. Use words and phrases acquired	6	Collaborate with others to create new meaning.
		through conversations, reading and being read to, and respond- ing to texts, including using fre- quently occurring conjunctions	7	Utilize digital resources to learn and share with others.	
	MULTIDIMENSIONALI	ITY - L.K.4	to signal simple relationships.	8	Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehension Purple (bold) Determine or clarify the meaning of unknown and multip garten reading and content. a. Identify HOMOPHONES.	-		9	Apply high level cognitive processes to think deeply and critically about text.
<u> </u>	 b. Identify COMMON AFFIXES and how they change the c. Use words and phrases acquired through conversation to texts. 			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

9

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	PROGRESSION			Recognize that text is anything that
	L.K.5	L.1.5	1	communicates a message.
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	 a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories rep- 	a. Sort words into categories to classify relationships and to gain a sense of the concepts the cate- gories represent.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	resent. b. Demonstrate an understand- ing of verbs and adjectives and their antonyms.	 Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Demonstrate an understand- ing of verbs and adjectives and their synonyms.	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g.,	6	Collaborate with others to create new meaning.
		large, gigantic).	7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the catego-		9	Apply high level cognitive processes to think deeply and critically about text.
	ries represent.b. Demonstrate an understanding of VERBS AND ADJECTIVES and thec. Demonstrate an understanding of VERBS AND ADJECTIVES and the		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	Reading Foundational Skills – Grade 1		Interdisciplinary Literacy Practices
	Print Concepts		
	Recognize the distinguishing features of a sentence including first word, capitalization, spacing and e		Recognize that text is anything that communicates a message.
RF.1.1	ing punctuation.	2	Employ, develop and refine schema to understand and create text.
			View literacy experiences as transac-
	Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds (phonemes).	3	tional, interdisciplinary and transfor- mational.
RF.1.2	 a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes). 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently,
	Phonics and Word Recognition		to approach new literacy tasks.
	Know and apply grade-level phonics and word analysis skills in decoding words.a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.		Collaborate with others to create new meaning.
RF.1.3	 c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 	7	Utilize digital resources to learn and share with others.
	e. With adult support, decode two-syllable words by breaking the words into syllables.f. Read words with inflectional endings.	8	Engage in specialized, discipline- specific literacy practices.
	g. Recognize and read grade-appropriate irregularly spelled words.		Apply high level cognitive processes
	Fluency	9	to think deeply and critically about
		Ĩ	text.
	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.		
DF 1 4	a. Read grade-level text with purpose and understanding.	10	Develop a literacy identity that pro-
RF.1.4	b. Orally read grade-level text fluently on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as	10	motes lifelong learning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		HOME

	Reading Standards for Literature - Grade 1	Interdisciplinary Literacy Practices		
	Key Ideas and Details		-	
<u>RL.1.1</u>	With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.	
<u>RL.1.2</u>	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	2	Employ, develop and refine schema to understand and create text.	
<u>RL.1.3</u>	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.1.4</u>	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	4	guage arts to better understand self, others and the world.	
	construct meaning.		Apply strategic practices, with	
<u>RL.1.5</u>	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RL.1.6</u>	With prompting and support, identify who is telling the story at various points in a text.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		Utilize digital resources to learn and	
<u>RL.1.7</u>	Use a story's illustrations and details to describe its characters, setting and events.	7	share with others.	
			Engage in specialized, discipline-	
<u>RL.1.8</u>	(Not applicable to literature)	8	specific literacy practices.	
<u>RL.1.9</u>	Compare/contrast the adventures and experiences of characters in stories.	9	Apply high level cognitive processes to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity			
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.	
<u>RL.1.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		HOME	

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	PROGRESSION		1	Recognize that text is anything that
RL.K.1	RL.1.1	RL.2.1	1	communicates a message.
With prompting and support, ask and answer explicit ques- tions about key ideas and de-	With prompting and support, ask and answer explicit ques- tions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and support logical	2	Employ, develop and refine schema to understand and create text.
tails and make logical infer- ences to construct meaning from the text.	tails, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
<i>Green (italic) = Con</i> With prompting and support, <i>c</i>		1 MAROON (CAPS) = CONTENT Dut KEY IDEAS AND DETAILS, and make	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
	to construct meaning from the text		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
		DATUDE		
2. Students will determine centert textual evidence, including sun		RATURE alyze their development; cite specific ions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
2. Students will determine centre textual evidence, including sun the text.	tral ideas or themes of a text and and name of a text and and name of a text and and name of the second secon	alyze their development; cite specific ions, to support conclusions drawn from	6 7	new meaning.
2. Students will determine cent textual evidence, including sun the text. RL.K.2 With prompting and support, orally recognize key details	tral ideas or themes of a text and and mary, paraphrase and direct quotat PROGRESSION RL.1.2 With prompting and support, recognize key details from a	alyze their development; cite specific ions, to support conclusions drawn from RL.2.2 Identify implicit and explicit infor- mation from a summary to determine		new meaning. Utilize digital resources to learn an
2. Students will determine cent textual evidence, including sun the text. RL.K.2 With prompting and support,	tral ideas or themes of a text and and mary, paraphrase and direct quotat PROGRESSION RL.1.2 With prompting and support,	alyze their development; cite specific ions, to support conclusions drawn from RL.2.2 Identify implicit and explicit infor-	7	new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processe
2. Students will determine cent textual evidence, including sun the text. RL.K.2 With prompting and support, orally recognize key details from a summary to demon- strate understanding of the lesson learned in the story. <i>Green (italic) = Com</i>	tral ideas or themes of a text and ana mary, paraphrase and direct quotat PROGRESSION RL.1.2 With prompting and support, recognize key details from a summary to demonstrate un- derstanding of the author's message, lesson learned and/or moral. MULTIDIMENSIONALITY - RL.1.	RL.2.2 Identify implicit and explicit infor- mation from a summary to determine the author's message, lesson learned and/or moral, including but not lim- ited to fables and folktales from di- verse cultures.	7 8	 new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RL.K.3	RL.1.3	RL.2.3		communicates a message.
	With prompting and support, identify characters, settings and major events in order to	Describe characters, settings and major events in a story, using key details in order to	Describe how characters in a story respond to major events and challeng- es in order to make meaning of the	2	Employ, develop and refine scher to understand and create text.
	make meaning of the story development.	make meaning of the story de- velopment.	story development.	3	View literacy experiences as tran tional, interdisciplinary and trans mational.
]	Describe CHARACTERS, SETTING	MULTIDIMENSIONALITY RL.1.3 prehension Purple (bold) = Analysis S and MAJOR EVENTS IN A STORY, u	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive la guage arts to better understand s others and the world.
	meaning of the story developm	ent.		5	Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.
	4. Students will interpret words	G PRINCIPLE FOR READING LITE and phrases as they are used in a te nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn a
	RL.K.4	RL.1.4	RL.2.4	7	share with others.
	With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Describe how words and phrases, in- cluding but not limited to regular beats, alliteration, rhymes and/or re-	8	Engage in specialized, discipline- specific literacy practices.
	feelings or appeal to the sens- es.	in order to construct meaning.	peated lines, supply rhythm and shape meaning in a story, poem, or song.	9	Apply high level cognitive procest to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.4	4		
]]		orehension Purple (bold) = Analysis ories or poems that SUGGEST FEELII	MAROON (CAPS) = CONTENT NGS OR APPEAL TO THE SENSES in order	10	Develop a literacy identity that protes lifelong learning.
٢	to construct meaning.				HOME

5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

	PROGRESSION			Recognize that text is anything the
RL.K.5	RL.1.5	RL.2.5	1	communicates a message.
Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of po- ems, stories and dramas, includ-	Describe how parts of the text contrib- ute to the overall structure of poems, stories and dramas, including but not	2	Employ, develop and refine sche to understand and create text.
	ing but not limited to linear, nonlinear and circular struc- tures.	limited to linear, non-linear and circu- lar structures.	3	View literacy experiences as tran tional, interdisciplinary and trans mational.
	MULTIDIMENSIONALITY - RL.1.		4	Utilize receptive and expressive guage arts to better understand others and the world.
not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.				Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.
	NG PRINCIPLE FOR READING LITE	e shape the content and style of a text.	6	Collaborate with others to creat new meaning.
	PROGRESSION		_	Utilize digital resources to learn
RL.K.6	RL.1.6	RL.2.6	7	share with others.
With prompting and support, identify the author and illus- trator of a story and explain	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the per- spectives of characters, including by	8	Engage in specialized, discipline- specific literacy practices.
how each tells the story.		speaking in a different voice for each character when reading dialogue		Apply high level cognitive proces
		aloud, and how those perspectives shape the content of the text.	9	to think deeply and critically abo text.
	MULTIDIMENSIONALITY - RL.1.	aloud, and how those perspectives shape the content of the text.		text.
	MULTIDIMENSIONALITY - RL.1. aprehension Purple (bold) = Analysis dentify WHO IS TELLING THE STORY (bold)	aloud, and how those perspectives shape the content of the text. 6 MAROON (CAPS) = CONTENT	9 10	

	GUIDING PRINCIPLE FOR READING LITERATURE 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Interdisciplinary
2					Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.K.7	RL.1.7	RL.2.7		
	With prompting and support, describe the relationship be- tween illustrations and the	Use a story's illustrations and details to describe its charac- ters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting	2	Employ, develop and refine schema to understand and create text.
	story in which they appear.		and plot.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.1.7			Utilize receptive and expressive lan-
		n (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			guage arts to better understand self,
	Use a story's illustrations and de	etails to describe its <mark>CHARACTERS</mark> , S	ETTING AND EVENTS.	<u> </u>	others and the world.
				-	Apply strategic practices, with
				5	scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	<u> </u>	
	8. Students will delineate and e validity, reasoning, relevance ar		ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		Utilize digital resource	Utilize digital resources to learn and
	RL.K.8	RL.1.8	RL.2.8	/	share with others.
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.	7		
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	GUIDIN		Interdisciplinary		
P	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				
		1	Recognize that text is anything that		
	RL.K.9	RL.1.9	RL.2.9	1	communicates a message.
	With prompting and support, compare/contrast the adven- tures and experiences of char-	Compare/contrast the adven- tures and experiences of char- acters in stories.	Compare/contrast two or more ver- sions of the same story by different authors or from different cultures.	2	Employ, develop and refine schema to understand and create text.
	acters in stories.	MULTIDIMENSIONALITY - RL.1.9		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp Compare/contrast the adventur	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	10. Students will read, comprehend and analyze complex literary texts independently and proficiently. PROGRESSION				Collaborate with others to create new meaning.
	RL.K.10 With prompting and support, flexibly use a variety of compre- hension strategies (i.e., ques-	RL.1.10 With prompting and support, flexibly use a variety of compre- hension strategies (i.e., question-	RL.2.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.
	tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining	ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade-	8	Engage in specialized, discipline- specific literacy practices.
	importance) to make sense of grade-level appropriate, complex literary texts.	portance) to make sense of grade-level appropriate, com- plex literary texts.	level appropriate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.1	0		
	With prompting and support, fle		MAROON (CAPS) = CONTENT on strategies (i.e., questioning, monitor- etermining importance) to make sense of	10	Develop a literacy identity that pro- motes lifelong learning.
	GRADE-LEVEL APPROPRIATE, CO				HOME

	Reading Standards for Informational Text - Grade 1		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.1.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.1.2</u>	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.1.3</u>	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.1.4</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade- level text.	4	guage arts to better understand self, others and the world.
<u>RI.1.5</u>	Know and use various text features, including but not limited to headings, tables of contents, glossa- ries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or infor- mation in a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.1.6</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
RI.1.7	Use the visuals and details in a text to describe its key ideas.	7	Utilize digital resources to learn and share with others.
			Engage in specialized, discipline-
<u>RI.1.8</u>	Identify the claim and the reasons an author gives to support the claim in a text.	8	specific literacy practices.
			Apply high level cognitive processes
<u>RI.1.9</u>	Identify information from two or more texts on similar themes or topics.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
DI 1 10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>KI.I.IU</u>	RI.1.10 monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.		HOME



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	it; cite specific textual evidence	to support conclusions drawn from	i the text.		
		PROGRESSION		1	Recognize that text is anything that
	RI.K.1	RI.1.1	RI.2.1	_	communicates a message.
	With prompting and support, ask and answer explicit ques- tions about key concepts and	With prompting and support, ask and answer explicit ques- tions about key concepts and	Ask and answer such questions as who, what, where, when, why, and how and make and support logical	2	Employ, develop and refine schema to understand and create text.
	details and make logical infer- ences to construct meaning from the text.	details, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
-7		MULTIDIMENSIONALITY - RI.1.1 prehension Purple (bold) = Analysis sk and answer explicit questions ab		4	Utilize receptive and expressive lan guage arts to better understand sel others and the world.
P	make and support logical infer	ences to construct meaning from the	he text.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
9	2. Students will determine cent		RATURE development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSIONS		7	Utilize digital resources to learn an share with others.
	RI.K.2	RI.1.2	RI.2.2		
	With prompting and support, orally recognize key details	With prompting and support, recognize key details from a	Identify implicit and explicit infor- mation from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
	from a summary to demon- strate understanding of the central idea of a text.	summary to demonstrate un- derstanding of the central idea of a text.	the central idea of a text.	9	Apply high level cognitive processe to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.1.2	2		
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT ary to demonstrate understanding of	10	Develop a literacy identity that pro motes lifelong learning.
	the CENTRAL IDEA of a text.		ary to demonstrate understanding of		HOME



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION		1	Recognize that text is anything t	
RI.K.3	RI.1.3	RI.2.3		communicates a message.
With prompting and support, identify the individuals, events, ideas or pieces of in-	With prompting and support, identify the connection be- tween individuals, events, ideas	Describe the connection between indi- viduals, historical events, scientific ideas or concepts or steps in technical	2	Employ, develop and refine sche to understand and create text.
formation presented over the course of a text.	or pieces of information over the course of a text.	procedures over the course of a text.	3	View literacy experiences as tran tional, interdisciplinary and tran mational.
<i>Green (italic) = Cor</i> With prompting and support		3 MAROON (CAPS) = CONTENT DIVIDUALS, EVENTS, IDEAS OR PIECES OF	4	Utilize receptive and expressive guage arts to better understand others and the world.
INFORMATION over the course			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
GUIDI	NG PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to creat
4. Students will interpret wor	ds and phrases as they are used in	a text, including determining technical,	6	new meaning.
4. Students will interpret wor	ds and phrases as they are used in anings, and analyze how specific wor	a text, including determining technical,		
4. Students will interpret wor connotative and figurative met	ds and phrases as they are used in anings, and analyze how specific wor PROGRESSION	a text, including determining technical, d choices shape meaning or tone.	6 7	new meaning.
4. Students will interpret wor	ds and phrases as they are used in anings, and analyze how specific wor	a text, including determining technical,		new meaning. Utilize digital resources to learn share with others.
 4. Students will interpret wor connotative and figurative met RI.K.4 With prompting and support, 	ds and phrases as they are used in anings, and analyze how specific wor PROGRESSION RI.1.4 Ask and answer questions to	a text, including determining technical, ed choices shape meaning or tone. RI.2.4 Determine the meaning of general	7	new meaning. Utilize digital resources to learn share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive proce
 4. Students will interpret wor connotative and figurative means RI.K.4 With prompting and support, ask and answer questions about unknown words in a 	ds and phrases as they are used in anings, and analyze how specific wor PROGRESSION RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases	a text, including determining technical, of choices shape meaning or tone. RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape mean- ing in a grade-level text.	7 8	new meaning. Utilize digital resources to learn share with others. Engage in specialized, discipline specific literacy practices. Apply high level cognitive proce to think deeply and critically abo text.
4. Students will interpret wor connotative and figurative mean RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. <i>Green (italic) = Cor</i>	ds and phrases as they are used in anings, and analyze how specific wor PROGRESSION RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text. MULTIDIMENSIONALITY - RI.1.	a text, including determining technical, of choices shape meaning or tone. RI.2.4 Determine the meaning of general academic words and phrases and how those words and phrases shape mean- ing in a grade-level text.	7 8	new meaning. Utilize digital resources to learn share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive process to think deeply and critically abo

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5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION		1	Recognize that text is anything that		
	RI.K.5	RI.1.5	RI.2.5	_	communicates a message.
	y the front cover, back and title page of a book.	Know and use various text fea- tures, including but not limited to headings, tables of contents,	Identify and describe informational text structures, including sequence/ chronological and descriptive struc-	2	Employ, develop and refine schem to understand and create text.
		glossaries, captions, bold print, subheadings, indexes, electron- ic menus and icons to locate key facts or information in a	tures, and describe the logical connec- tion between particular sentences and paragraphs in a text and how they contribute to the overall structure.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
		text. MULTIDIMENSIONALITY - RI.1.5		4	Utilize receptive and expressive la guage arts to better understand s others and the world.
GLOSS	and use various TEXT FEAT			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
6. Stud	lents will analyze how poin		e shape the content and style of a text.	7	Utilize digital resources to learn a share with others.
		PROGRESSION			Engage in specialized, discipline-
With p	RI.K.6 prompting and support,	RI.1.6 Distinguish between infor-	RI.2.6 Identify the main purpose of a text,	8	specific literacy practices.
trator of	y the author and illus- of a text and define the each in presenting the or information in a text.	mation provided by pictures or other illustrations and infor- mation provided by the words in a text.	including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	9	Apply high level cognitive process to think deeply and critically abou text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.1.6 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pr motes lifelong learning.
	BY THE WORDS in a text.	ION PROVIDED BY PICTURES OF OTHE	er illustrations and INFORMATION PRO-		HOME

2

7. Students wills integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.K.7	RI.1.7	RI.2.7		communicates a message.
	With prompting and support, describe the relationship be-	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visu- als and words in the text, and explain how that information contributes to	2	Employ, develop and refine schema to understand and create text.
	tween visuals and the text.		understanding of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.1.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Use the visuals and details in a t			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12	 GUIDING PRINCIPLE FOR READING LITERATURE 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 				Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.K.8	RI.1.8	RI.2.8	7	share with others.
	With prompting and support, identify the claim and the rea- sons an author gives to sup-	Identify the claim and the rea- sons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
	port claims in a text.			9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.1.8	3	10	Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis		10	motes lifelong learning.
	Identify the CLAIM and the REAS	SONS an author gives to support the	e CLAIM in a text.		HOME

	GUIDIN	NG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
2	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices	
		PROGRESSION		1	Recognize that text is anything that	
	RI.K.9	RI.1.9	RI.2.9	-	communicates a message.	
	With prompting and support, identify information from two or more texts on similar	Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.	
•	themes or topics.			3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
			mational.			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify information from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.				Utilize receptive and expressive lan- guage arts to better understand self,	
			others and the world.			
				_	Apply strategic practices, with	
	GUIDING PRINCIPLE FOR READING LITERATURE		5	scaffolding and then independently, to approach new literacy tasks.		
		end and analyze complex information	ional texts independently and proficient-			
	V ly.				Collaborate with others to create	
		PROGRESSION	DL 2.40		new meaning.	
	RI.K.10 With prompting and support,	RI.1.10 With prompting and support,	RI.2.10 By the end of the year, flexibly use a	7	Utilize digital resources to learn and	
	flexibly use a variety of compre-	flexibly use a variety of compre-	variety of comprehension strategies		share with others.	
	hension strategies (i.e., ques- tioning, monitoring, visualizing,	hension strategies (i.e., question- ing, monitoring, visualizing, infer-	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri-	0	Engage in specialized, discipline-	
	inferencing, summarizing, using prior knowledge, determining	encing, summarizing, using prior knowledge, determining im-	or knowledge, determining importance) to read, comprehend and analyze grade-	8	specific literacy practices.	
ľ	importance) to make sense of grade-level appropriate, com-	portance) to make sense of grade-level appropriate, com-	level appropriate, complex information- al texts independently and proficiently.		Apply high level cognitive processes	
	plex informational texts.	plex informational texts.	a texts independently and proficiently.	9	to think deeply and critically about	
					text.	
		MULTIDIMENSIONALITY - RI.1.1 prehension Purple (bold) = Analysis			Develop a literacy identity that pro-	
	With prompting and support, fle	exibly use a variety of comprehension	on strategies (i.e., questioning, monitor-	10	motes lifelong learning.	
	ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.				HOME	

	Handwriting - Grade 1				Interdisciplinary Literacy Practices
	s regarding the placement of the adiness and handwriting curriculu	NOTE handwriting curriculum within the s m utilized.	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 1.1	Legibly print all upper- and lowe	ercase letters and numerals with co	rrect form.	2	Employ, develop and refine schema to understand and create text.
	HW.K.1 Print all upper and lowercase	PROGRESSION HW.1.1 Legibly print all upper- and low-	HW.2.1 Introduce formation of all upper- and lowercase cursive letters.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	letters and numerals.	ercase letters and numerals with correct form.	and lowercase cursive letters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
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Composition – Grade 1

<u>C.1.1</u>

<u>C.1.2</u>

TEXT TYPES AND PURPOSE	1	Recognize that text is anything that
	-	communicates a message.
Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	2	Employ, develop and refine schema
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)		to understand and create text.
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
b. Introduce the topic.		Utilize receptive and expressive lan-
c. Provide reasons with details to support the opinion.	4	guage arts to better understand self,
d. Use grade-appropriate transitions.		others and the world.
e. Provide a concluding section.		Apply strategic practices, with
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	scaffolding and then independently, to approach new literacy tasks.
Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and	6	Collaborate with others to create new meaning.
digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
every writing experience must utilize those digital resources.)		
 With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.		
c. Supply information with detail to develop the topic.	9	Apply high level cognitive processes to think deeply and critically about
d. Use grade-appropriate conjunctions to develop text structure within sentences.	5	text.
e. Use grade-appropriate transitions to develop text structure across paragraphs.		
f. Provide a concluding section.	10	Develop a literacy identity that pro-
g. With guidance and support from peers and adults, develop and strengthen writing as needed by		motes lifelong learning.
planning, revising and editing.		HOME

Interdisciplinary

Literacy Practices

Composition – Grade 1

	TEXT TYPES AND PURPOSE	4	Recognize that text is anything that
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	communicates a message.
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive de- tails and clear sequences.		Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
<u>C.1.3</u>	 With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose. 		mational.
	b. Recount a single event or multiple events, memories or ideas.	4	Utilize receptive and expressive lan- guage arts to better understand self,
	c. Include details which describe actions, thoughts, emotions.		others and the world.
	d. Use temporal words and phrases to signal event order.	_	Apply strategic practices, with
	 Create a sense of closure. Mith guidance and support from poors and edults, develop and strengthen writing as pooled by 	5	scaffolding and then independently, to approach new literacy tasks.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		Collaborate with others to create
	PRODUCTION AND DISTRIBUTION	6	new meaning.
<u>C.1.4</u>	With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	7	Utilize digital resources to learn and share with others.
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Engage in specialized, discipline-
<u>C.1.5</u>	With guidance and support, participate in shared research and writing projects.	8	specific literacy practices.
<u>C.1.6</u>	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro-
	RANGE OF WRITING		motes lifelong learning.
<u>C.1.7</u>	(Begins in grade 3)		HOME

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1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Interdisciplinary **Literacy Practices**

С.К.1	PROGRESSION C.1.1	C.2.1	1	Recognize that text is anything that communicates a message.
Compose opinion pieces, using a combination of drawing, dic-	Compose opinion pieces, using a combination of drawing, dictating,	Compose opinion pieces, using a combination of writing and digi-	2	Employ, develop and refine schema to understand and create text.
tating, writing and digital re- sources, to state the topic and an opinion.	writing and digital resources, to state the topic and an opinion.	tal resources, on topics or texts, with supporting reasons.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
not <u>every</u> writing experience must utilize those digital re- sources.)	<u>every</u> writing experience must utilize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
a. With guidance and support from adults, strengthen	 With guidance and support from adults, strengthen writing through peer collabo- 	 With guidance and support from adults, strengthen writing through peer collab- 	6	Collaborate with others to create new meaning.
writing through peer collabo- ration and adding details through writing and/or pic-	ration and adding details through writing and/or pic- tures as needed.	oration and adding details through writing and/or pic-	7	Utilize digital resources to learn and share with others.
tures as needed.	b. Introduce the topic.	tures as needed. b. Introduce the topic, followed	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.		by opinion statement and create an organizational structure.	9	Apply high level cognitive processes to think deeply and critically about text.
 c. Provide reasons with details to support the opinion. 	 Provide reasons with details to support the opinion. 	 Provide reasons with details to support the opinion. 	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION			Interdisciplinary
	C.K.1	C.1.1	C.2.1		Literacy Practices
d.	Use grade-appropriate tran-	d. Use grade-appropriate tran-	d. Use grade-appropriate transi-	-	
e.	sitions. Provide a concluding idea.	sitions. e. Provide a concluding sec-	tions. e. Provide a concluding section.	1	Recognize that text is anything that communicates a message.
		tion.		2	Employ, develop and refine schema to understand and create text.
f.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by plan-	 f. With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, re- 	 f. With guidance and support from peers and adults, devel- op and strengthen writing as needed by planning, revising 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	ning, revising and editing.	vising and editing.	and editing.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.1.1 Interdisciplinary Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT **Literacy Practices** Recognize that text is anything that **Compose OPINION PIECES**, using a combination of drawing, dictating, writing and digital resources, to 1 communicates a message. state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every Employ, develop and refine schema 2 writing experience must utilize those digital resources.) to understand and create text. a. With guidance and support from adults, strengthen writing through peer collaboration and adding de-View literacy experiences as transactails through writing and/or pictures as needed. 3 tional, interdisciplinary nd transforb. *Introduce the topic*. mational. Utilize receptive and expressive lanc. Provide reasons with details to support the opinion. 4 guage arts to better understand self, d. Use grade-appropriate TRANSITIONS. others and the world. e. Provide a concluding idea. Apply strategic practices, with 5 scaffolding and then independently, With guidance and support from peers and adults, develop and strengthen writing as needed by planf. to approach new literacy tasks. ning, revising and editing. Collaborate with others to create 6 new meaning. Utilize digital resources to learn and 7 share with others. Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. Develop a literacy identity that pro-10 motes lifelong learning. HOME

GUIDING PRINCIPLE FOR COMPOSITION

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	accurately through the effective selection, organization and analysis of content.		1	Recognize that text is anything that
	PROGRESSION			communicates a message.
C.K.2 Compose informative and/or explanatory texts, using a combina-	C.1.2 Compose informative and/or ex- planatory texts, using a combina-	C.2.2 Compose informative and/or ex- planatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
tion of drawing, dictating, writing and digital resources, to establish a topic and supply information	tion of drawing, dictating, writing and digital resources, to establish a topic and provide information	digital resources, to establish a topic and provide information about the topic.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
about the topic. NOTE: Students must have the	about the topic. (NOTE: Students must have the op-		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
utilize those digital resources.) a. With guidance and support	lize those digital resources.) a. With guidance and support	lize those digital resources.)	6	Collaborate with others to create new meaning.
from adults, strengthen writing through peer collabo- ration and adding details	from adults, strengthen writing through peer collaboration and adding details through writing	 With guidance and support from adults, strengthen writing through peer collabo- 	7	Utilize digital resources to learn and share with others.
through writing and/or pic- tures as needed.	and/or pictures as needed.	ration and adding details through writing and/or pic- tures as needed.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	b. Introduce the topic.	b. Introduce the topic.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

			Interdisciplinary		
	С.К.2	C.1.2	C.2.2		Literacy Practices
a.	Supply information to devel- op the topic.	 Supply information with de- tail to develop the topic. 	 Supply information with de- tail to develop the topic. 	1	Recognize that text is anything that communicates a message.
b.	Use grade-appropriate con- junctions to develop text structure within sentences.	 d. Use grade-appropriate con- junctions to develop text structure within sentences. 	d. Use grade-appropriate con- junctions to develop text structure within sentences.	2	Employ, develop and refine schema to understand and create text.
C.	Use grade-appropriate tran-	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sitions to develop text struc- ture across paragraphs.	tions to develop text struc- ture across paragraphs.	tions to develop text struc- ture across paragraphs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
d.		f. Provide a concluding section.	f. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
e.	from peers and adults, de- velop and strengthen writing	 g. With guidance and support from peers and adults, devel- op and strengthen writing as 	 g. With guidance and support from peers and adults, devel- op and strengthen writing as 	6	Collaborate with others to create new meaning.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.1.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using a combination of drawing, dictating, writing and digital resources, *to establish a topic and provide information about the topic*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Provide a concluding section.

g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	10 Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

GUIDING PRINCIPLE FOR COMPOSITION

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3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

teeninque, weir-chosen details and	1	Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
С.К.З	C.1.3	C.2.3		Employ, develop and refine schema
Compose narratives, using a com-	Compose narratives, using a com-	Compose narratives, using	2	to understand and create text.
bination of drawing, dictating,	bination of drawing, dictating,	writing and digital resources, to		
writing and digital resources, to	writing and digital resources, to	develop real or imagined experi-	•	View literacy experiences as transac-
develop real or imagined experi-	develop real or imagined experi-	ences or multiple events or ide-	3	tional, interdisciplinary and transfor-
ences or multiple events or ideas, using effective technique, de-	ences or multiple events or ideas, using effective technique, descrip-	as, using effective technique, descriptive details and clear se-		mational.
scriptive details and clear se-	tive details and clear sequences.	quences.		Utilize receptive and expressive lan-
quences.	tive details and clear sequences.	quences.	4	guage arts to better understand self, others and the world.
4				
(NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	_	Apply strategic practices, with
opportunity throughout the year	opportunity throughout the year	opportunity throughout the year	5	scaffolding and then independently,
to utilize digital resources, but	to utilize digital resources, but not	to utilize digital resources, but		to approach new literacy tasks.
not every writing experience	every writing experience must	not <u>every</u> writing experience		Collaborate with others to create
must utilize those digital re-	utilize those digital resources.)	must utilize those digital re-	6	new meaning.
sources.)		sources.)		
	a. With guidance and support	a. With guidance and support	7	Utilize digital resources to learn and
a. With guidance and support	from adults, produce writing	from adults, produce writing	ľ í	share with others.
from adults, produce writing	in which the development	in which the development		·
in which the development and organization are appro-	and organization are appro-	and organization are appro-	8	Engage in specialized, discipline-
priate to task and purpose.	priate to task and purpose.	priate to task and purpose.		specific literacy practices.
				Apply high level cognitive processes
			9	to think deeply and critically about
b. Recount a single event.	b. Recount a single event or	b. Recount a single event or	_	text.
	multiple events, memories or ideas.	multiple events, memories		
	iueas.	or ideas.	10	Develop a literacy identity that pro-
			10	motes lifelong learning.
				HOME

	PROGRESSION						Interdisciplinary	
	С.К.З		C.1.3		C.2.3		Literacy Practices	
scri	lude details which de- ibe actions, thoughts, notions.	C.	Include details which describe actions, thoughts, emotions.	C.	Include details which describe actions, thoughts, emotions.	1	Recognize that text is anything that communicates a message.	
		d.	Use temporal words and phrases to signal event order.	d.	Use temporal words and phrases to signal event order.	2	Employ, develop and refine schema to understand and create text.	
d. Cre	eate a sense of closure.	e.	Create a sense of closure.	e.	Create a sense of closure.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
fro	th guidance and support m peers and adults, de- op and strengthen	f.	With guidance and support from peers and adults, devel- op and strengthen writing as	f.	With guidance and support from peers and adults, devel- op and strengthen writing as	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
wri	iting as needed by plan- ig, revising and editing.		needed by planning, revising and editing.		needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
						6	Collaborate with others to create new meaning.	
						7	Utilize digital resources to learn and share with others.	
						8	Engage in specialized, discipline- specific literacy practices.	
						9	Apply high level cognitive processes to think deeply and critically about text.	
						10	Develop a literacy identity that pro- motes lifelong learning.	
							HOME	

MULTIDIMENSIONALITY - C.1.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES, using a combination of drawing, dictating, writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas* **using effective technique, descriptive details and clear sequences.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	9 Apply high level cognitive processes to think deeply and critically about text.						
10	Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

GUIDING PRINCIPLE FOR COMPOSITION

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

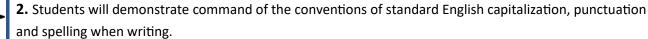
		PROGRESSION			Recognize that text is anything that
	С.К.4	C.1.4	C.2.4	1	communicates a message.
	With guidance and support from adults, explore a variety of digital resources to create and	resources to create and publish	With guidance and support from adults, use a variety of digital re- sources to create and publish	2	Employ, develop and refine schema to understand and create text.
•	publish products, including in collaboration with peers.	products, including in collabora- tion with peers.	products, including in collabora- tion with peers.	3	View literacy experiences as transac tional, interdisciplinary and transfor mational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - C.1.4 rehension Purple (bold) = Analysis vadults use gradults		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
	products, including in collaborat	adults, <i>use a</i> VARIETY OF DIGITAL RE	SOURCES to create and publish	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P		NING PRINCIPLE FOR COMPOSITIO s well as more sustained research pro the subject under investigation.		6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	С.К.5			-	share with others.
	With guidance and support, participate in shared research and writing projects.	C.1.5 With guidance and support, par- ticipate in shared research and writing projects.	C.2.5 Conduct shared research and writing projects that build knowledge about a topic	8	share with others. Engage in specialized, discipline- specific literacy practices.
	With guidance and support, participate in shared research	With guidance and support, par- ticipate in shared research and	Conduct shared research and writing projects that build	8	Engage in specialized, discipline- specific literacy practices.
	With guidance and support, participate in shared research and writing projects.	With guidance and support, par- ticipate in shared research and	Conduct shared research and writing projects that build knowledge about a topic		Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	GUIDING PRINCIPLE FOR COMPOSITION				Interdisciplinary		
P	6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-				Literacy Practices		
	search while avoiding plagiarism. PROGRESSION				Recognize that text is anything that		
_					communicates a message.		
_	C.K.6 With guidance and support, collect information from real- world experiences or provid-	C.1.6 With guidance and support, collect information from real-world expe- riences or provided sources to an-	C.2.6 Collect information from real- world experiences or provided	2	Employ, develop and refine schema to understand and create text.		
	ed sources to answer or gen- erate questions.	swer or generate questions.	sources to answer or generate questions.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
		MULTIDIMENSIONALITY - C.1.6		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create new meaning.		
2	 Students will compose routing and audiences. 	nely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.		
_		PROGRESSION					
	C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.		
				9	Apply high level cognitive processes to think deeply and critically about text.		
	Green (italic) = Con	MULTIDIMENSIONALITY - C.1.7 aprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.		
	(Begins in grade 3)				HOME		

	Language – Grade 1		Interdisciplinary Literacy Practices
	CONVENTIONS OF STANDARD ENGLISH		Recognize that text is anything that
	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence.	1	communicates a message.
<u>L.1.1</u>	 b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts. 		Employ, develop and refine schema to understand and create text.
			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
112	 When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a se- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.1.2</u>	 ries. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	KNOWLEDGE OF LANGUAGE	6	Collaborate with others to create
<u>L.1.3</u>	(Begins in grade 2)	6	new meaning.
	VOCABULARY ACQUISITION AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and share with others.
<u>L.1.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to 	8	Engage in specialized, discipline- specific literacy practices.
	 texts, including using frequently occurring conjunctions to signal simple relationships. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories 	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.1.5</u>	 represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 	10	Develop a literacy identity that pro- motes lifelong learning.
	d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).		HOME

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

			Recognize that text is anything that		
	L.K.1	L.1.1	L.2.1	1	communicates a message.
	When writing or speaking, demon- strate appropriate use of: a. common nouns and verbs.	 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. 	In writing or speaking, demon- strate appropriate use of: a. collective nouns.	2	Employ, develop and refine schema to understand and create text.
	 b. regular plural nouns by add- ing /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. 	 b. singular and plural nouns with matching verbs in basic sen- tences. c. personal, possessive and in- 	 b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occur- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 d. sentences using common prepositions. e. complete sentences. 	definite pronouns in a sentence.d. verbs to convey a sense of past, present and future in a sentence.	ring irregular verbs. e. adjectives and adverbs in sen- tence formation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		 e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. 	 f. producing, expanding, and re- arranging complete simple and compound sentences. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		g. frequently occurring prepositions in a sentence.h. declarative, interrogative, im-		6	Collaborate with others to create new meaning.
		perative and exclamatory sen- tences in response to prompts.		7	Utilize digital resources to learn and share with others.
		ULTIDIMENSIONALITY - L.1.1 nension Purple (bold) = Analysis MAI	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	a. COMMON, PROPER AND POSSESb. SINGULAR AND PLURAL NOUNSc. PERSONAL, POSSESSIVE AND IND			9	Apply high level cognitive processes to think deeply and critically about text.
J	 e. FREQUENTLY OCCURRING ADJECT f. FREQUENTLY OCCURRING CONJU g. FREQUENTLY OCCURRING PREPORT 	TIVES in a sentence. INCTIONS in a sentence.		10	Develop a literacy identity that pro- motes lifelong learning.
		MPERATIVE AND EXCLAMATORY SENT	ENCES in response to prompts.		HOME



P

		PROGRESSION			Recognize that text is anything that
	L.K.2	L.1.2	L.2.2	1	communicates a message.
	 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end 	 When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. 	When writing:a. Capitalize proper nouns, including but not limited to dates and names of people.	2	Employ, develop and refine schema to understand and create text.
7	 c. Write a letter or letters for most consonant and short- vowel sounds. 	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in 	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
•	 Spell simple words phoneti- cally, drawing on knowledge of sound-letter relationships. 	 dates and to separate single words in a series. d. Use conventional spelling for words with common spelling 	 dates and to separate single words in a series. d. Use conventional spelling for words with common spelling 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		 e. Spell untaught words phonetically, drawing on phonemic 	 e. Spell untaught words phonetical- ly, drawing on phonemic aware- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		awareness and spelling con- ventions.	ness and spelling conventions.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.1.2 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	When writing:a. <i>Capitalize</i> PROPER NOUNS, including but not limited to DATES AND NAMES OF PEOPLE.b. <i>Demonstrate appropriate use of</i> END PUNCTUATION.			9	Apply high level cognitive processes to think deeply and critically about text.
	RIES.	ice and write COMMAS IN DATES AND To s with COMMON SPELLING PATTERNS ar	of Separate Single words in a se-	10	Develop a literacy identity that pro- motes lifelong learning.
	e. Spell untaught words phonetically,	drawing on PHONEMIC AWARENESS AN	D SPELLING CONVENTIONS.		HOME

3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

			Recognize that text is anything that		
	L.K.3	L.1.3	L.2.3	1	communicates a message.
	(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
			a. Compare formal and informal uses of English.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.1.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
٦	(Begins in grade 2)		9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Interdis	ciplinary
Literacy	Practices

academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.					Recognize that text is anything that communicates a message.
PROGRESSION					communicates a message.
L.K.4 Determine or clarify the meaning of unknown and multiple-	L.1.4 Determine or clarify the meaning of unknown and multiple-		L.2.4 termine or clarify the meaning of known and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
meaning words and phrases based on kindergarten reading and content.	meaning words and phrases based on grade 1 reading and content, choosing flexibly from an	wo rea	rds and phrases based on grade 2 ding and content, choosing flexi- from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
a. Identify homophones.b. Identify common affixes and how they change the mean-	array of strategies.a. Use sentence-level context as a clue to the meaning of a	a.	Use sentence-level context as a clue to the meaning of a word or phrase.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ing of a word.c. Use words and phrases acquired through conversa-	word or phrase.b. Identify common affixes and how they change the meaning of a word.	b.	Determine the meaning of the new word formed when a known prefix is added to a known word.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
tions, reading and being read to, and responding to texts.	 c. With guidance and support, identify frequently occurring root words and their inflec- 	c.	Use a known root word as a clue to the meaning of an unknown word with the same root.	6	Collaborate with others to create new meaning.
	tional forms. d. Use words and phrases ac-	d.	Use knowledge of the meaning of individual words to predict	7	Utilize digital resources to learn and share with others.
	quired through conversations, reading and being read to, and responding to texts, in-	e.	the meaning of compound words. Use glossaries and beginning	8	Engage in specialized, discipline- specific literacy practices.
	cluding using frequently oc- curring conjunctions to signal simple relationships.	f.	dictionaries to determine or clarify the meaning of words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
		1.	Use words and phrases acquired through conversations, reading and being read to, and respond- ing to texts, including using ad-	10	Develop a literacy identity that pro- motes lifelong learning.
			jectives and adverbs to describe.		HOME

MULTIDIMENSIONALITY - L.1.4

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.
- **b.** *Identify* **COMMON AFFIXES** *and how they change the meaning of a word*.
- c. With guidance and support, *identify frequently occurring* **ROOT WORDS** *and their inflectional forms*.
- d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	Apply high level cognitive processes to think deeply and critically about text.						
10	10 Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

P

	PROGRESSION				Recognize that text is anything that
	L.K.5	L.1.5	L.2.5	1	communicates a message.
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understand- ing of word relationships and nu- ances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	 a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the 	 Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 	 Demonstrate understanding of words by relating them to their synonyms and antonyms. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	concepts the categories rep- resent. b. Demonstrate an understand-	 concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms. d. Define or act out the shades of meaning among verbs 	ing among closely related verbs (e.g., toss, throw, hurl) and	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	and their antonyms.		closely related adjectives (e.g., thin, slender). thin, slender). e shades verbs	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		(e.g., look, peek, glance) and adjectives differing in intensi- ty (e.g., large, gigantic).		7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.1.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			8	Engage in specialized, discipline- specific literacy practices.
_	 With guidance and support from adults, demonstrate understanding of word relationships and nuances in wimeanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories resent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger in the concepts and by one or more key attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (e.g., a duck is a bird that swims; a tiger in the concepts attributes (se of the concepts the categories rep-	9	Apply high level cognitive processes to think deeply and critically about text.
_]]	large cat with stripes).c. Demonstrate understanding ofd. Define or act out the shades of r	words by relating them to their SYNG neaning among verbs (e.g., look, peek	DNYMS and ANTONYMS.	10	Develop a literacy identity that pro- motes lifelong learning.
	intensity (e.g., large, gigantic).				HOME

	Reading Foundational Skills – Grade 2		Interdisciplinary Literacy Practices
	Print Concepts No Print Concepts Standard 1 for grade 2.		Recognize that text is anything that communicates a message.
			Employ, develop and refine schema to understand and create text.
	Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	No Phonological Awareness Standard for grade 2. Phonics and Word Recognition	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Know and apply grade-level phonics and word analysis skills in decoding words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RF.2.3	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.	6	Collaborate with others to create new meaning.
	 d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. 	7	Utilize digital resources to learn and share with others.
	f. Recognize and read grade-appropriate irregularly spelled words.		Engage in specialized, discipline- specific literacy practices.
	Fluency Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	9	Apply high level cognitive processes to think deeply and critically about text.
RF.2.4	 b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as 	10	Develop a literacy identity that pro- motes lifelong learning.
	necessary.		HOME

	Reading Standards for Literature - Grade 2		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.2.1</u>	Ask and answer such questions as who, what, where, when, why and how, and make and support logi- cal inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.2.2</u>	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	2	Employ, develop and refine schema to understand and create text.
<u>RL.2.3</u>	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.2.4</u>	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.	4	guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.2.5</u>	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in- cluding but not limited to linear, non-linear and circular structures.	5	
<u>RL.2.6</u>	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.2.7</u>	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of charac-	7	share with others.
	ters, setting and plot.		Engage in specialized, discipline-
<u>RL.2.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.2.9</u>	Compare/contrast two or more versions of the same story by different authors or from different cul- tures.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	Develop a literacy identity that pro- motes lifelong learning.
	comprehend and analyze grade-level appropriate, complex literary texts independently and proficient- ly.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
2	 Students will read closely to ences from it; cite specific tex 		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.1.1	RL.2.1 RL.3.1			communicates a message.
	With prompting and support, ask and answer explicit ques- tions about key ideas and de- tails, and make and support	ask and answer explicit ques- tions about key ideas and de-as who, what, where, when, why and how, and make andand support logical inferences to con- struct meaning from the text.		2	Employ, develop and refine schema to understand and create text.
	logical inferences to construct meaning from the text.	support logical inferences to construct meaning from the text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.2.2			Utilize receptive and expressive lan-
		Description Purple (bold) = Analysis S AS MUCE MULTING MULTING		4	guage arts to better understand self,
	Ask and answer such QUESTIONS AS WHO, WHAT, WHERE, WHEN, WHY AND HOW, and make and support logical inferences to construct meaning from the text.			5	others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		
2	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RL.1.2	RL.2.2	RL.3.2		share with others.
	With prompting and support, recognize key details from a summary to demonstrate	Identify implicit and explicit information from a summary to determine the author's mes-	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson	8	Engage in specialized, discipline- specific literacy practices.
	understanding of the author's message, lesson learned and/ or moral.	sage, lesson learned and/or moral, including but not limited to fables and folktales from di- verse cultures.	learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.2.2	2		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis		10	motes lifelong learning.
	Identify implicit and <i>explicit information from a summary</i> to determine the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL, including but not limited to FABLES AND FOLKTALES FROM DIVERSE CULTURES.				HOME



3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	a text.				
		PROGRESSION		1	Recognize that text is anything that
	RL.1.3	RL.2.3	RL.3.3	T	communicates a message.
	Describe characters, settings and major events in a story, using key details in order to make meaning of the story	najor events in a story, key details in order tostory respond to major events and challenges in order to makeing but not limited to their traits, moti- vations, actions or feelings, and how	2	Employ, develop and refine schem to understand and create text.	
	development.	ment. MULTIDIMENSIONALITY - RL.2.3		3	View literacy experiences as trans tional, interdisciplinary and transformational.
	Green (italic) = Com		MAROON (CAPS) = CONTENT		Utilize receptive and expressive la
	Describe how CHARACTERS in a meaning of the story developm	story respond to MAJOR EVENTS AI	ND CHALLENGES in order to make	4	guage arts to better understand se others and the world.
					Apply strategic practices, with
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	5	scaffolding and then independent to approach new literacy tasks.
-		and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn ar
	RL.1.4	RL.2.4	RL.3.4	7	share with others.
	Identify words and phrases in stories or poems that suggest feelings or appeal to the sens- es in order to construct mean- ing	Describe how words and phrases, including but not lim- ited to regular beats, allitera- tion, rhymes and/or repeated lines, supply rhythm and shape	Determine the meaning of words and phrases as they are used in a text, dis- tinguishing literal from nonliteral lan- guage, including but not limited to idioms and hyperboles, and de-	8	Engage in specialized, discipline- specific literacy practices.
	ing.	meaning in a story, poem or song.	scribe how those words and phrases shape meaning.	9	Apply high level cognitive process to think deeply and critically abou text.
		MULTIDIMENSIONALITY - RL.2.4	4		
		<i>brehension</i> Purple (bold) = Analysis <i>s</i> , including but not limited to REGU	MAROON (CAPS) = CONTENT LAR BEATS, ALLITERATION, RHYMES	10	Develop a literacy identity that pr motes lifelong learning.
-	and/or REPEATED LINES, supply	rhythm and shape meaning in a sto	ory, poem or song.		HOME

5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

	portions of the text relate to ea			-	
	PROGRESSION		1	Recognize that text is anything that	
	RL.1.5	RL.2.5	RL.3.5	-	communicates a message.
	Recognize major differences between the structures of poems, stories and dramas, including but not limited to	Describe how parts of the text contribute to the overall struc- ture of poems, stories and dra- mas, including but not limited	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas' including but not limited	2	Employ, develop and refine schem to understand and create text.
	linear, nonlinear and circular structures.	to linear, non-linear and circu- lar structures.	to linear, non-linear and circular structures.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
		MULTIDIMENSIONALITY - RL.2.	5		Utilize receptive and expressive la
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand s
╻	Describe how parts of the text	contribute to the overall STRUCTU	RE OF POEMS, STORIES AND DRAMAS,		others and the world.
	including but not limited to LIN	EAR, NONLINEAR AND CIRCULAR S	TRUCTURES.		Apply strategic practices, with
				5	scaffolding and then independent
				-	to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		
9	6. Students will analyze how po	int of view, perspective and purpos	se shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn a
	RL.1.6	RL.2.6	RL.3.6	7	share with others.
	With prompting and support,	With prompting and support,	Distinguish their own perspective		share with others.
	identify who is telling the sto- ry at various points in a text.	acknowledge differences in the perspectives of characters, in- cluding by speaking in a differ- ent voice for each character	from that of the narrator or those of the characters, and describe how var- ious perspectives shape the content	8	Engage in specialized, discipline- specific literacy practices.
		when reading dialogue aloud, and how those perspectives shape the content of the text.	of the text.	9	Apply high level cognitive proces to think deeply and critically abo text.
		MULTIDIMENSIONALITY - RL.2.	6		
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	Develop a literacy identity that p	
					motes lifelong learning.
7	With prompting and support, a	cknowledge differences in the PERS	SPECTIVES OF CHARACTERS, including		motes lifelong learning.
	With prompting and support, a	cknowledge differences in the PERS for each character when reading d	SPECTIVES OF CHARACTERS, including ialogue aloud, and how those PERSPEC-		motes lifelong learning.

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION			4	Recognize that text is anything that
RL.1.7	RL.2.7	RL.3.7	1	communicates a message.
Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to	2	Employ, develop and refine schema to understand and create text.
	of characters, setting and plot.	creating mood, character and setting.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Use a story's illustrations and w	MULTIDIMENSIONALITY - RL.2.prehensionPurple (bold) = Analysisvords in PRINT/NON-PRINT TEXTS to		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ACTERS, SETTING AND PLOT.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		ERATURE ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	PROGRESSION		7	Utilize digital resources to learn and share with others.
RL.1.8	RL.2.8	RL.3.8		share with others.
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.			
<i>Green (italic) = Com</i> (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

9. Students will analyze how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

		PROGRESSION						
	RL.1.9	RL.2.9	RL.3.9					
	Compare/contrast the adven- tures and experiences of char- acters in stories.	Compare/contrast two or more versions of the same story by different authors or from different ent cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar char- acters.					
		MULTIDIMENSIONALITY - RL.2.	9	3				
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT					
	Compare/contrast TWO OR MORE VERSIONS of the same story by DIFFERENT AUTHORS OR FROM DIFFER-							
	ENT CULTURES.							
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE					

10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

•					
		6	Collaborate with others to create		
	RL.1.10	RL.2.10	RL.3.10	0	new meaning.
	flexibly use a variety of compre- hension strategies (i.e., ques- strategies (i.e., questioning, mon- tice, questioning, mon-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using	7	Utilize digital resources to learn and share with others.	
	inferencing, summarizing, using prior knowledge, determining importance) to make sense	cing, summarizing, using howledge, determining ance) to make sensesummarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.
	complex literary texts.		proficiently.	9	Apply high level cognitive processes to think deeply and critically about
MULTIDIMENSIONALITY - RL.2.10			0		text.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, compre- hend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.			10	Develop a literacy identity that pro- motes lifelong learning.
P					HOME

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
 Utilize receptive and expressive lar guage arts to better understand se others and the world. 						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					

	Reading Standards for Informational Text - Grade 2		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.2.1</u>	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.2.2</u>	Identify implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.2.3</u>	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.2.4</u>	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	guage arts to better understand self, others and the world.
<u>RI.2.5</u>	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.2.6</u>	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information con-	7	share with others.
	tributes to understanding of the text.		Engage in specialized, discipline-
<u>RI.2.8</u>	Describe how reasons support specific claims the author makes in a text.	8	specific literacy practices.
<u> </u>		9	Apply high level cognitive processes to think deeply and critically about
<u>RI.2.9</u>	Describe the relationship between information from two or more texts on the same theme or topic.		text.
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-
RI 2 10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	motes lifelong learning.
1.2.10	<u>RI.2.10</u> Rig, visualizing, intereneing, summarizing, using prior knowledge, determining importance, to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

P	1. Students will read closely to	NCIPLE FOR READING INFORMA o determine what the text says e stual evidence to support conclu	explicitly and to make logical infer-		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.1.1	RI.2.1	RI.3.1	-	communicates a message.
	With prompting and support, ask and answer explicit ques- tions about key concepts and details, and make and support	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
	logical inferences to construct meaning from the text.	construct meaning from the text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.2.2			Utilize receptive and expressive lan-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se
			WHY AND HOW, and make and support		others and the world.
	logical inferences to construct r	meaning from the text.		5	Apply strategic practices, with scaffolding and then independently,
				Ū	to approach new literacy tasks.
	GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Collaborate with others to create new meaning.
	2 Students will determine cont		development, site energific toutual oui	6	
9			development; cite specific textual evi- pport conclusions drawn from the text.		
	dence) melaanig sammary) para			7	Utilize digital resources to learn an
		PROGRESSION		,	share with others.
	RI.1.2	RI.2.2	RI.3.2		Engage in specialized, discipline-
	With prompting and support, recognize key details from a	Identify implicit and explicit information from a summary to	Identify and cite relevant implicit and explicit information from a summary	8	specific literacy practices.
	summary to demonstrate	determine the central idea of a	to determine the central idea of a		
	understanding of the central idea of a text.	text.	text.	•	Apply high level cognitive processes
				9	to think deeply and critically about text.
_	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.2.2 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Identify implicit and explicit info	rmation from a summary to deterr	nine the CENTRAL IDEA of a text.		HOME



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION				Recognize that text is anything that
	RI.1.3	RI.2.3	RI.3.3		communicates a message.
	With prompting and support, identify the connection be- tween individuals, events, ide-	Describe the connection be- tween individuals, historical events, scientific ideas or con-	Describe the relationship between in- dividuals, a series of historical events, scientific ideas or concepts or steps in	2	Employ, develop and refine schema to understand and create text.
	as or pieces of information over the course of a text.	cepts or steps in technical pro- cedures over the course of a text.	technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u> </u>		MULTIDIMENSIONALITY - RI.2.3 prehension Purple (bold) = Analysis en INDIVIDUALS, HISTORICAL EVENT		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	STEPS IN TECHNICAL PROCEDURES over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 4. Students will interpret words and phrases as they are used in a text, including determining technical, con-				Collaborate with others to create new meaning.
		s, and analyze how specific word cheeperson of the second cheeperson of the second cheepers of the second cheeperson of the second chee		7	Utilize digital resources to learn and share with others.
	RI.1.4 Ask and answer questions to help determine or clarify the	RI.2.4 Determine the meaning of gen- eral academic words and	RI.3.4 Determine the meaning of general aca- demic words and phrases in a grade-	8	Engage in specialized, discipline- specific literacy practices.
	meaning of words and phrases in a grade-level text.	phrases and how those words and phrases shape meaning in a grade-level text.	level text, and describe how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
		MAROON (CAPS) = CONTENT	10	motes lifelong learning.	
	Determine the meaning of general ACADEMIC WORDS AND PHRASES and how those words and phrases shape meaning in a GRADE-LEVEL TEXT.				HOME

P

5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		PROGRESSION		1	Recognize that text is anything that
	RI.1.5	RI.2.5	RI.3.5	-	communicates a message.
	Know and use various text features, including but not limited to headings, tables ofIdentify and describe informa- tional text structures, including sequence/chronological andIdentify and describe informational text structures, including cause/effect and problem/solution		2	Employ, develop and refine schema to understand and create text.	
	contents, glossaries, captions, bold print, subheadings, in- dexes, electronic menus and icons to locate key facts or	descriptive structures, and de- scribe the logical connection between particular sentences and paragraphs in a text and	structures, and describe the logical connection between particular sen- tences and paragraphs in a text and how they contribute to the overall	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	information in a text.	how they contribute to the overall structure. MULTIDIMENSIONALITY - RI.2.5	structure.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Green (italic) – Com	orehension Purple (bold) = Analysis			
J	Identify and describe INFORMAT SCRIPTIVE STRUCTURES, and des	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	in a text and how they contribut		Collaborate with others to create		
	GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	new meaning.
2	6. Students will analyze how poi	int of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RI.1.6	RI.2.6	RI.3.6	8	Engage in specialized, discipline-
	Distinguish between infor-	Identify the main purpose of a	Distinguish their own perspective from		specific literacy practices.
	mation provided by pictures or other illustrations and in- formation provided by the words in a text.	text, including what the author wants to answer, explain or de- scribe, and how that purpose shapes the content of the text.	that of the author of a text, and de- scribe how various perspectives shape the content and style of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.2.6 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Identify the MAIN PURPOSE of a	ı text, including what the author wa	nts to ANSWER, EXPLAIN OR DESCRIBE,		HOME
	and how that purpose shapes the <i>content</i> of the text.				

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION			1	Recognize that text is anything that	
	RI.1.7	RI.2.7	RI.3.7		communicates a message.
	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that in-	Identify and explain how specific visu- als, including but not limited to dia- grams, graphs, photographs and side	2	Employ, develop and refine schema to understand and create text.
		formation contributes to under- standing of the text.	bars, contribute to the meaning and clarity of a text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
MULTIDIMENSIONALITY - RI.2.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify information gained from VISUALS AND WORDS in the text, and explain how that information con-				4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
_	tributes to understanding of the	e text.		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
			ATIONAL TEXT ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn an share with others.
	RI.1.8	RI.2.8	RI.3.8		
	Identify the claim and the rea- sons an author gives to sup-	Describe how reasons support specific claims the author	Describe how reasons and evidence support specific claims the author	8	Engage in specialized, discipline- specific literacy practices.
	port the claim in a text.	makes in a text.	makes in a text.	9	Apply high level cognitive processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.2.8				Develop a literacy identity that pro
	Green (italic) = Comp	prehension Purple (bold) = Analysis		10	motes lifelong learning.
٦	Describe how REASONS support specific CLAIMS the author makes in a text.			N 1	

	GUIDING PRI		Interdisciplinary		
	9. Students will analyze how two or more texts address similar themes or topics in order to build				Literacy Practices
P	knowledge or to compare the ap	pproaches the authors take.			
		PROGRESSION	1	Recognize that text is anything that	
	RI.1.9	RI.2.9	RI.3.9	1	communicates a message.
	Identify information from two or more texts on similar themes or topics.	Describe the relationship be- tween information from two or more texts on the same theme or topic.	Explain the relationship between in- formation from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
		MULTIDIMENSIONALITY - RI.2.9			View literacy experiences as transac-
		prehension Purple (bold) = Analysis		3	tional, interdisciplinary and transfor- mational.
Ŋ	Describe the relationship between <i>information</i> from TWO OR MORE TEXTS ON THE SAME THEME OR TOP-IC.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRI	NCIPLE FOR READING INFORMA	TIONAL TEXT		Apply strategic practices, with
	10. Students will read, comprehend and analyze complex informational texts independently and proficient- ly.				scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create
	RI.1.10	RI.2.10	RI.3.10 By the end of the year, flexibly use a	6	new meaning.
_	With prompting and support, flexibly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri-	7	Utilize digital resources to learn and share with others.	
		knowledge, determining im-	or knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex information- al texts independently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.
	complex informational texts.	ate, complex informational texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about
		MULTIDIMENSIONALITY - RI.2.1			text.
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Develop a literacy identity that pro-
	By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, vis-			10	motes lifelong learning.
	ualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficient- ly.				HOME

	н	andwriting - Grade 2			Interdisciplinary Literacy Practices
	s regarding the placement of the adiness and handwriting curriculu	NOTE handwriting curriculum within the m utilized.	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 2.1	Introduce formation of all upper- and lowercase cursive letters.				Employ, develop and refine schema to understand and create text.
	HW.1.1 Legibly print all upper- and	HW.2.1 Introduce formation of all up-	HW.3.1 Legibly form cursive letters, words,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	lowercase letters and numer- als with correct form.	per- and lowercase cursive letters.	and sentences with accepted norms.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
		101			HOME

Composition – Grade 2

<u>C.2.1</u>

<u>C.2.2</u>

Text Types and Purposes Compose opinion pieces, using a combination of writing and digital resources, on topics	1 or texts, with	Recognize that text is anything that communicates a message.
supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resource	2	Employ, develop and refine schema to understand and create text.
 <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration details through writing and/or pictures as needed. 	on and adding 3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
b. Introduce the topic, followed by opinion statement, and create an organizational strc. Provide reasons with details to support the opinion.d. Use grade-appropriate transitions.	ucture.	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as planning, revising and editing. 	s needed by 5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Compose informative and/or explanatory texts, using writing and digital resources, to es	tablish a topic	Collaborate with others to create new meaning.
 and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resource <u>every</u> writing experience must utilize those digital resources.) 	tes, but not 7	Utilize digital resources to learn and share with others.
 a. With guidance and support from adults, strengthen writing through peer collaboration details through writing and/or pictures as needed. 	on and adding 8	Engage in specialized, discipline- specific literacy practices.
 b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. 	9	Apply high level cognitive processes to think deeply and critically about text.
f. Provide a concluding section.g. With guidance and support from peers and adults, develop and strengthen writing as planning, revising and editing.	s needed by 10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

to understand and create text.
View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Collaborate with others to create new meaning.
Utilize digital resources to learn and share with others.
Engage in specialized, discipline- specific literacy practices.
Apply high level cognitive processes to think deeply and critically about text.
Develop a literacy identity that pro- motes lifelong learning.
HOME

Composition – Grade 2

	Text Types and Purposes	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u>	2	Employ, develop and refine schema to understand and create text.
	 <u>ry</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.2.3</u>	b. Recount a single event or multiple events, memories or ideas.c. Include details which describe actions, thoughts, emotions.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	d. Use temporal words and phrases to signal event order.e. Create a sense of closure.f. With guidance and support from peers and adults, develop and strengthen writing as needed by	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	planning, revising and editing.	6	Collaborate with others to create new meaning.
<u>C.2.4</u>	Production and Distribution With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	7	Utilize digital resources to learn and share with others.
<u>C.2.5</u>	Research to Build and Present Knowledge Conduct shared research and writing projects that build knowledge about a topic.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.2.6</u>	Collect information from real-world experiences or provided sources to answer or generate questions.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Writing	10	Develop a literacy identity that pro- motes lifelong learning.
<u>C.2.7</u>	(Begins in grade 3)		HOME

GUIDING PRINCIPLES FOR COMPOSITION

P

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

			1	Recognize that text is anything that
	PROGRESSION		-	communicates a message.
C.1.1 Compose opinion pieces, using a combination of drawing, dic-	C.2.1 Compose opinion pieces, using a combination of writing and digital	C.3.1 Compose opinion pieces, using a combination of writing and digi-	2	Employ, develop and refine schema to understand and create text.
tating, writing and digital re- sources, to state the topic and an opinion.	resources, on topics or texts, with supporting reasons.	tal resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every writing experience</u>	tunity throughout the year ize digital resources, but to utilize digital resources, but to		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
must utilize those digital re- sources.)	utilize those digital resources.)	must utilize those digital re- sources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 With guidance and support from adults, strengthen writing through peer collabo- 	 With guidance and support from adults, strengthen writing through peer collabo- 	 With guidance and support from adults, produce writing in which the development 	6	Collaborate with others to create new meaning.
ration and adding details through writing and/or pic- tures as needed.	ration and adding details through writing and/or pic- tures as needed.	and organization are appro- priate to task and purpose.	7	Utilize digital resources to learn and share with others.
b. Introduce the topic.	 b. Introduce the topic, followed by opinion statement, and 	 b. Introduce the topic, followed by opinion statement, and 	8	Engage in specialized, discipline- specific literacy practices.
	create an organizational struc- ture. c. Provide reasons with details	create an organizational structure.	9	Apply high level cognitive processes to think deeply and critically about text.
 Provide reasons with details to support the opinion. 	 Provide reasons with details to support the opinion. 	 Provide reasons with elabo- rate details to support the opinion. 	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION					Interdisciplinary	
	C.1.1		C.2.1		C.3.1		Literacy Practices
	Use grade-appropriate tran- sitions.	d.	Use grade-appropriate tran- sitions.	d.	tions.	1	Recognize that text is anything that communicates a message.
e.	Provide a concluding sec- tion.		Provide a concluding section.	e.		2	Employ, develop and refine schema to understand and create text.
f.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, re-	f.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, revis-	f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	vising and editing.	ing and editing.	and editing.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
						5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
						6	Collaborate with others to create new meaning.
						7	Utilize digital resources to learn and share with others.
						8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
						HOME	

MULTIDIMENSIONALITY - C.2.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose OPINION PIECES, using a combination of writing and digital resources, *on topics or texts*, **with supporting reasons**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> ry writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic, followed by an OPINION STATEMENT, and create an organizational structure.
- c. Provide reasons with details to support the opinion.
- d. Use grade-appropriate TRANSITIONS.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

GUIDING PRINCIPLES FOR COMPOSITION

P

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	and accurately through the effective	1	Recognize that text is anything that		
			communicates a message.		
	C.1.2 Compose informative and/or explanatory texts, using a com-	C.2.2 Compose informative and/or ex- planatory texts, using writing and	C.3.2 Compose informative and/or ex- planatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
	bination of drawing, dictating, writing and digital resources, to establish a topic and provide	digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	information about the topic. (NOTE: Students must have the			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	must utilize those digital re- sources.)			6	Collaborate with others to create new meaning.
	 With guidance and support from adults, strengthen writing through peer collab- 	 With guidance and support from adults, strengthen writing through peer collabo- 	 With guidance and support from adults, produce writing in which the development 	7	Utilize digital resources to learn and share with others.
	oration and adding details through writing and/or pic- tures as needed. b. Introduce the topic.	ration and adding details through writing and/or pic- tures as needed. b. Introduce the topic.	 and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. 	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

		Interdisciplinary			
	C.1.2	C.2.2	C.3.2		Literacy Practices
C.	Supply information with de- tail to develop the topic.	 Supply information with detail to develop the topic. 	 Develop the topic with facts, definitions and details. 	1	Recognize that text is anything that communicates a message.
d	 Use grade-appropriate con- junctions to develop text structure within sentences. 	 Use grade-appropriate con- junctions to develop text struc- ture within sentences. 	d. Use grade-appropriate con- junctions to develop text structure within sentences.	2	Employ, develop and refine schema to understand and create text.
e	8 11 1	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sitions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	tions to develop text struc- ture across paragraphs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f.	Provide a concluding section.	f. Provide a concluding section.	f. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g	from peers and adults, de- velop and strengthen writing	 g. With guidance and support from peers and adults, develop and strengthen writing as 	 g. With guidance and support from peers and adults, devel- op and strengthen writing as 	6	Collaborate with others to create new meaning.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.2.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- b. Introduce the topic.
- c. Supply information with detail to develop the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Provide a concluding section.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

9

technique, weil-chosen details and weil-structured event sequences.				Recognize that text is anything that	
	PROGRESSION				
C.1.3 Compose narratives, using a combination of drawing, dic-	C.2.3 Compose narratives, using writing and digital resources, to	C.3.3 Compose narratives, using writing and digital resources, to develop	2	Employ, develop and refine schema to understand and create text.	
tating, writing and digital re- sources, to develop real or imag- ined experiences or multiple events or ideas, using effective	develop real or imagined experi- ences or multiple events or ide- as, using effective technique, descriptive details and clear se-	real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
technique, descriptive details and clear sequences.	quences. (NOTE: Students must have the	NOTE: Students must have the op-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	portunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
sources.)	a. With guidance and support	a. With guidance and support	6	Collaborate with others to create new meaning.	
 With guidance and support from adults, produce writing in which the development and organization are appro- 	from adults, produce writing in which the development and organization are appro-	from adults, produce writing in which the development and organization are appropriate	7	Utilize digital resources to learn and share with others.	
priate to task and purpose.b. Recount a single event or	 priate to task and purpose. b. Recount a single event or multiple events, memories 	to task and purpose. b. Establish a situation, and intro- duce a narrator and/or charac-	8	Engage in specialized, discipline- specific literacy practices.	
multiple events, memories or ideas.	or ideas.	ters; organize an event se- quence that reflects linear, non-linear and or circular structure.	9	Apply high level cognitive processes to think deeply and critically about text.	
			10	Develop a literacy identity that pro- motes lifelong learning.	
				HOME	

		PROGRESSION			Interdisciplinary
	C.1.3	C.2.3	C.3.3		Literacy Practices
c.	Include details which de- scribe actions, thoughts, emotions.	 c. Include details which describe actions, thoughts, emotions. 	 c. Use dialogue and descriptions of actions, thoughts and feel- ings to develop experiences and events or show the re- 	1	Recognize that text is anything that communicates a message.
			sponse of characters to situa- tions.	2	Employ, develop and refine schema to understand and create text.
d	. Use temporal words and phrases to signal event or- der.	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e	. Create a sense of closure.	e. Create a sense of closure.	e. Create a sense of closure that follows the narrated experi-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
F.	With guidance and support	f. With guidance and support	ences or events. f. With guidance and support	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	from peers and adults, de- velop and strengthen writing as needed by plan-	from peers and adults, devel- op and strengthen writing as needed by planning, revising	from peers and adults, devel- op and strengthen writing as needed by planning, revising	6	Collaborate with others to create new meaning.
	ning, revising and editing.	and editing.	and editing.	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
		111			HOME

MULTIDIMENSIONALITY - C.2.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES, using writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas*, **using effective technique, descriptive details and clear sequences**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- *a.* With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.*
- b. Recount a single event or multiple events, memories or ideas.
- c. Include details which describe actions, thoughts, emotions.
- d. Use temporal words and phrases to signal event order.
- e. Create a sense of closure.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION			4	Recognize that text is anything that
	C.1.4	C.2.4	C.3.4	1	communicates a message.
	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use digital resources to cre- ate and publish products as well as	2	Employ, develop and refine schema to understand and create text.
Ť	products, including in collabora- tion with peers.	products, including in collabora- tion with peers.	to interact and collaborate with others.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - C.2.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
đ	With guidance and support from adults, <i>use a</i> VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLES FOR COMPOSITION 5. Students will conduct short as well as more sustained research projects based on focused questions,				Collaborate with others to create new meaning.
	demonstrating understanding of t			7	Utilize digital resources to learn and share with others.
	5 11 7	C.2.5 Conduct shared research and writing projects that build	C.3.5 Conduct short research projects that build knowledge about a topic.	8	Engage in specialized, discipline- specific literacy practices.
	and writing projects.	knowledge about a topic		9	Apply high level cognitive processes to think deeply and critically about text.
_	Green (italic) = Compre	HULTIDIMENSIONALITY - C.2.5 chension Purple (bold) = Analysis Multiple		10	Develop a literacy identity that pro- motes lifelong learning.
	Conduct shared RESEARCH and w	riting projects that build knowledge	e about a topic.		HOME



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

• -	search while avoiding plagiarism.				Recognize that text is anything that
		PROGRESSION		1	communicates a message.
	C.1.6	C.2.6	C.3.6		-
	With guidance and support, collect information from real- world experiences or provided	Collect information from real-world experiences or provided sources to answer or generate questions.	Summarize information from experi- ences or gather information from print and digital sources; take brief	2	Employ, develop and refine schema to understand and create text.
	sources to answer or generate questions.		notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	MULTIDIMENSIONALITY - C.2.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Collect information from real-world experiences or provided sources to answer or generate questions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create new meaning.
	7. Students will compose routin and audiences.	nely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	C.1.7	C.2.7	C.3.7	8	Engage in specialized, discipline- specific literacy practices.
_	(Begins in grade 3)	(Begins in grade 3)	Compose routinely over extended time frames and shorter time frames		specific fileracy produces.
			for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.2.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro- motes lifelong learning.
	(Begins in grade 3)				HOME

	Language – Grade 2		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that
	In writing or speaking, demonstrate appropriate use of: a. collective nouns.	-	communicates a message.
<u>L.2.1</u>	b. frequently occurring irregular nouns.		Employ, develop and refine schema to understand and create text.
	e. adjectives and adverbs in sentence formation.f. producing, expanding and rearranging complete simple and compound sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.2.2</u>	 c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling. 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.2.3</u>	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		Utilize digital resources to learn and
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	7	share with others.
<u>L.2.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. 	8	Engage in specialized, discipline- specific literacy practices.
	 d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. 		Apply high level cognitive processes to think deeply and critically about text.
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and close		10	Develop a literacy identity that pro- motes lifelong learning.
	 Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely relat- ed adjectives (e.g., thin, slender). 		HOME

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

PROGRESSION				Recognize that text is anything that
L.1.1	L.2.1	L.3.1	1	communicates a message.
 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. 	In writing or speaking, demon- strate appropriate use of: a. collective nouns.	When writing or speaking, demon- strate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
 b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefi- 	 b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occur- 	 a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. form and use regular and irreg- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 d. verbs to convey a sense of past, present and future in a sentence. 	e. adjectives and adverbs in sentence formation.	ular plural nouns. c. use abstract nouns. d. form and use regular and irreg- ular verbs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e. frequently occurring adjectives in a sentence.f. frequently occurring conjunc-	 f. producing, expanding, and rearranging complete simple and compound sentences. 	 e. use verb tenses. f. ensure subject-verb and pro- noun-antecedent agreement. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
tions in a sentence. g. frequently occurring preposi- tions in a sentence.		g. form and use comparative and superlative adjectives and ad- verbs, and choose between them depending on what is to	6	Collaborate with others to create new meaning.
 declarative, interrogative, im- perative and exclamatory sen- tences in response to prompts. 		be modified. h. use coordinating and subordi- nating conjunctions.	7	Utilize digital resources to learn and share with others.
		 produce simple, compound and complex sentences. 	8	Engage in specialized, discipline- specific literacy practices.
	ULTIDIMENSIONALITY - L.2.1			
 In writing or speaking, demonstrate of a. COLLECTIVE NOUNS.	nension Purple (bold) = Analysis MAI appropriate use of:	(CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
 b. FREQUENTLY OCCURRING IRREGI c. REFLEXIVE PRONOUNS. d. PAST TENSE OF FREQUENTLY OCCURRING IN TENSE OF FREQUENTLY OCCURRING. 	CURRING IRREGULAR VERBS.		10	Develop a literacy identity that pro- motes lifelong learning.
e. ADJECTIVES AND ADVERBS in ser f. producing, expanding and rearran	ntence formation. nging COMPLETE SIMPLE AND COMPO	UND SENTENCES.		HOME
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R

and spelling when writing.

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation

		PROGRESSION			Recognize that text is anything that
	L.1.2	L.2.2	L.3.2	1	communicates a message.
	 When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. 	When writing: a. Capitalize proper nouns, including but not limited to	When writing:a. Capitalize appropriate words in titles.	2	Employ, develop and refine schema to understand and create text.
	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single 	 holidays, product names, and geographic names. b. Demonstrate appropriate use of commas in varied communication formats 	 b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan-
	words in a series. d. Use conventional spelling for	(e.g., letter, email, blog).c. Use apostrophe to form	 Use conventional spelling for high-frequency words where suffixes are added to base 	4	guage arts to better understand self, others and the world.
	 words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words pho- netically, drawing on phone- 	contractions and posses- sives. d. Generalize spelling patterns.	 words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	mic awareness and spelling conventions.	e. Use reference materials to self-check and correct spelling.	needed to check and correct spellings.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.2.2		8	Engage in specialized, discipline- specific literacy practices.
7	When writing:	ehension Purple (bold) = Analysis M ing but not limited to HOLIDAYS, PRO		9	Apply high level cognitive processes to think deeply and critically about text.
	b. Demonstrate appropriate use of c. Use APOSTROPHE to form CONTR d. Generalize SPELLING PATTERNS.	COMMAS IN VARIED COMMUNICATIO ACTIONS AND POSSESSIVES.	N FORMATS (e.g., letter, email, blog).	10	Develop a literacy identity that pro- motes lifelong learning.
	e. Use reference materials to self-ch	neck and correct spelling.			HOME

P

3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

		PROGRESSION		1	Recognize that text is anything that communicates a message.
	L.1.3	L.2.3	L.3.3		communicates a message.
	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speak- ing, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	a. Choose words and phrases for effect.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			 Recognize and observe differ- ences between the conventions of spoken and written Standard 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
•			English.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	1	IULTIDIMENSIONALITY - L.2.3 ehension Purple (bold) = Analysis	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Use knowledge of language and its a a. Compare FORMAL AND INFORMA	conventions when writing, speaking, re AL uses of English.	eading or listening.	9	Apply high level cognitive processes to think deeply and critically about text.
чр				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

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4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

				communicates a message.	
	PROGRESSION				
L.1.4	L.2.4	L.3.4	2	Employ, develop and refine schema to understand and create text.	
Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on grade 1 reading and	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexi-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
content, choosing flexibly from an array of strategies. a. Use sentence-level context as	flexibly from an array of strate- gies. a. Use sentence-level context as	bly from an array of strategies. a. Use sentence-level context as a	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
a clue to the meaning of a word or phrase.b. Identify common affixes and	a clue to the meaning of a word or phrase.b. Determine the meaning of the	clue to the meaning of a word or phrase.b. Determine the meaning of the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
how they change the mean- ing of a word.	new word formed when a known prefix is added to a known word.	new word formed when a known affix is added to a known word.	6	Collaborate with others to create new meaning.	
 With guidance and support, identify frequently occurring root words and their inflec- 	 Use a known root word as a clue to the meaning of an un- known word with the same 	 Use a known root word as a clue to the meaning of an unknown word with the same root. 	7	Utilize digital resources to learn and share with others.	
tional forms.	root.		8	Engage in specialized, discipline- specific literacy practices.	
			9	Apply high level cognitive processes to think deeply and critically about text.	
			10	Develop a literacy identity that pro- motes lifelong learning.	
				HOME	

Interdisciplinary

Literacy Practices

communicates a message.

1

Recognize that text is anything that

	PROGRESSION			Interdisciplinary
L.1.4	L.2.4	L.3.4		
 Use words and phrases ac- quired through conversa- tions, reading and being read to, and responding to texts, 	 Use knowledge of the mean- ing of individual words to pre- dict the meaning of com- pound words. 	 Use glossaries or beginning dic- tionaries to determine or clarify the precise meaning of key words and phrases. 	1	Literacy Practices Recognize that text is anything that communicates a message.
including using frequently occurring conjunctions to signal simple relationships.	e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words	e. Acquire and use accurately grade-appropriate conversation- al, general academic, and do-	2	Employ, develop and refine schema to understand and create text.
	and phrases. f. Use words and phrases ac-	main-specific words and phrases, including those that signal spatial and temporal rela-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
rea	quired through conversations, reading and being read to, and responding to texts, in- cluding using adjectives and	tionships.	4 guage arts to bet	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	adverbs to describe.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ULTIDIMENSIONALITY - L.2.4		6	Collaborate with others to create new meaning.
	ehension Purple (bold) = Analysis M of unknown and multiple-meaning w		7	Utilize digital resources to learn and share with others.
reading and content, choosing fle			8	Engage in specialized, discipline- specific literacy practices.
 c. Use a known ROOT WORD asd. Use knowledge of the meaning	new word formed when a known PF a clue to the meaning of an unknown g of individual words to predict the n	n word with the same root. neaning of compound words.	9	Apply high level cognitive processes to think deeply and critically about text.
f. Use words and phrases acqui	dictionaries to determine or clarify the red through conversations, reading CTIVES AND ADVERBS to describe.		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

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			Recognize that text is anything that		
	L.1.5	L.2.5	L.3.5	1	Recognize that text is anything that communicates a message.
	With guidance and support from adults, demonstrate understand- ing of word relationships and nu- ances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonlit-	2	Employ, develop and refine schema to understand and create text.
	 Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 	of words by relating them to their synonyms and anto- nyms.	bistinguish the interfactor and normal eral meanings of words and phrases in context.b. Demonstrate understanding of	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 b. Define words by category and by one or more key attributes (e.g., a duck is a bird that 	 Distinguish the shades of meaning among closely relat- ed verbs (e.g., toss, throw, hurl) and closely related ad- 	words by relating them to their synonyms and antonyms.c. Distinguish shades of meaning sectors and the sectors are set of the sectors and the sectors are set of the sectors and the sectors are set of the sectors are set of	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	swims; a tiger is a large cat with stripes). c. Demonstrate understanding	jectives (e.g., thin, slender).	among related words that de- scribe degrees of certainty.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	of words by relating them to their synonyms and anto- nyms.			6	Collaborate with others to create new meaning.
	 Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensi- 			7	Utilize digital resources to learn and share with others.
	ty (e.g., large, gigantic).			8	Engage in specialized, discipline- specific literacy practices.
	n n	MULTIDIMENSIONALITY - L.2.5		9	Apply high level cognitive processes to think deeply and critically about
		rehension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT	5	text.
]	a. Demonstrate understanding of	rd relationships and nuances in word words by relating them to their SYNC ing among closely related verbs (e.g.	-	10	Develop a literacy identity that pro- motes lifelong learning.
	adjectives (e.g., thin, slender).		, ,,		HOME

	Reading Foundational Skills – Grade 3		Interdisciplinary Literacy Practices
	Print Concepts		
		1	Recognize that text is anything that communicates a message.
	No Print Concepts standard for grade 3.	2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	No Phonological Awareness standard for grade 3.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RF.3.3	 a. Identify, decode and know the meaning of words with the most common prefixes and der- ivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words. 	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
	Fluency	8	Engage in specialized, discipline- specific literacy practices.
	 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as 	9	Apply high level cognitive processes to think deeply and critically about text.
RF.3.4		10	Develop a literacy identity that pro- motes lifelong learning.
	necessary.		HOME

	Reading Standards for Literature - Third Grade		Interdisciplinary Literacy Practices
	Key Ideas and Details		;
<u>RL.3.1</u>	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	2	Employ, develop and refine schema to understand and create text.
<u>RL.3.3</u>	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.3.4</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those	4	guage arts to better understand self, others and the world.
	words and phrases shape meaning.		Apply strategic practices, with
<u>RL.3.5</u>	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.3.6</u>	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.3.7</u>	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not lim-	7	share with others.
	ited to creating mood, character and setting.		Engage in specialized, discipline-
<u>RL.3.8</u>	(Not applicable to literature)	8	specific literacy practices.
L			Apply high level cognitive processes
<u>RL.3.9</u>	.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.		to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
DI 2 10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>RL.3.10</u>	comprehend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.		HOME

GUIDING PRINCIPLE FOR READING LITERATURE

R

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

_		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.2.1	RL.3.1	RL.4.1		
	Ask and answer questions as who, what, where, when, why and how, and make and sup-	Ask and answer questions and make and support logical infer- ences to construct meaning	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	2	Employ, develop and refine schema to understand and create text.
	port logical inferences to con- struct meaning from the text.	from the text. MULTIDIMENSIONALITY - RL.3.1	from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
J	Green (italic) = Comp Ask and answer QUESTIONS and	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION		-	Utilize digital resources to learn and
	RL.2.2	RL.3.2	RL.4.2	7	share with others.
	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/	Identify and cite relevant implic- it and explicit information from a summary to determine the theme, lesson learned and/or	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dra-	8	Engage in specialized, discipline- specific literacy practices.
	or moral, including but not limited to fables, folktales and myths from diverse cultures.	moral, including but not limited to fables, folktales and myths from diverse cultures.	mas.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.3.2				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify and cite relevant implicit and explicit information from a summary to determine the THEME, LES-				Develop a literacy identity that pro- motes lifelong learning.
	SON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DI- VERSE CULTURES.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

			Recognize that text is anything that		
		PROGRESSION		1	communicates a message.
	RL.2.3	RL.3.3	RL.4.3		Ű
	Describe how characters in a story respond to major events and challenges in order to	Describe characters in a story including but not limited to their traits, motivations, actions	Describe in depth a character's thoughts, words and/or actions, the setting, or event(s) in a story or drama,	2	Employ, develop and refine schema to understand and create text.
	make meaning of the story development.	or feelings, and how they affect the plot.	drawing on specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.3.3			Utilize receptive and expressive lan-
		orehension Purple (bold) = Analysis , including but not limited to their T	MAROON (CAPS) = CONTENT RAITS, MOTIVATIONS, ACTIONS OR	4	guage arts to better understand self, others and the world.
	FEELINGS, and how they affect t	he plot.			Apply strategic practices, with
				5	scaffolding and then independently,
	GUIDING PRINCIPLE FOR READING LITERATURE				to approach new literacy tasks.
¢	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.2.4	RL.3.4	RL.4.4	7	share with others.
	Describe how words and phrases, including but not lim- ited to regular beats, allitera- tion, rhymes and/or repeated	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language,	Determine the meaning of words and phrases as they are used in a text, in- cluding but not limited to figurative language such as metaphors and simi-	8	Engage in specialized, discipline- specific literacy practices.
	lines, supply rhythm and shape meaning in a story, po- em or song.	including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	les, and describe and explain how those words and phrases shape mean- ing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.3.4	4		
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, distinguishing LITERAL FROM NON-			10	Develop a literacy identity that pro- motes lifelong learning.
P	LITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, and describe how those words and phrases shape meaning.			HOME	

GUID	GUIDING PRINCIPLE FOR READING LITERATURE				
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.				
	PROGRESSION				
RL.2.5	RL.3.5	RL.4.5	1	communicates a message.	
Describe how parts of the text contribute to the overall struc- ture of poems, stories and dra- mas including but not limited to	Describe and provide evidence for how parts of the text contrib- ute to the overall structure of poems, stories and dramas in-	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including	2	Employ, develop and refine schema to understand and create text.	
linear, non-linear and circular structures.	cluding but not limited to linear, non-linear, and circular struc- tures.	but not limited to linear, nonlinear and circular structures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	MULTIDIMENSIONALITY - RL.3.	5		Utilize receptive and expressive lan-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
STORIES AND DRAMAS, includ	Describe and provide evidence for how parts of the text contribute to the overall STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NON-LINEAR AND CIRCULAR STRUCTURES.				
	NG PRINCIPLE FOR READING LITE oint of view, perspective and purpos	e shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	PROGRESSION			Utilize digital resources to learn and	
RL.2.6	RL.3.6	RL.4.6	7	share with others.	
With prompting and support, acknowledge differences in the perspectives of characters, in- cluding by speaking in a differ-	Distinguish their own perspective from that of the narrator or those of the characters, and de- scribe how various perspectives	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	8	Engage in specialized, discipline- specific literacy practices.	
ent voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	shape the content of the text.		9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.3.	6		Develop a literacy identity that pro-	
Green (italic) = Co	nprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.	

HOME

Distinguish their own PERSPECTIVE from that of the narrator or those of the characters, and describe how various PERSPECTIVES shape the content of the text.

GUIDING PRINCIPLE FOR READING LITERATURE Interdisciplinary 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse **Literacy Practices** media and formats. Recognize that text is anything that PROGRESSION 1 communicates a message. RL.2.7 RL.3.7 RL.4.7 Use a story's illustrations and Explain how the specific aspects Make connections between the text of Employ, develop and refine schema of a text's illustrations contrib-2 words in print/non-print texts a story or drama and a visual or oral to understand and create text. to demonstrate understandute to an effect, including but presentation, including making coning of characters, setting and nections with what they "see" and not limited to creating mood, View literacy experiences as transac-"hear" when reading the text to what plot. character and setting. 3 tional, interdisciplinary and transforthey perceive when they listen or mational. watch. Utilize receptive and expressive lan-**MULTIDIMENSIONALITY - RL.3.7** 4 guage arts to better understand self, Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT others and the world. Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited Apply strategic practices, with to creating MOOD, CHARACTER AND SETTING. 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING LITERATURE** Collaborate with others to create 6 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the new meaning. validity, reasoning, relevance and sufficiency. Utilize digital resources to learn and PROGRESSION 7 share with others. RL.2.8 RL.3.8 RL.4.8 (Not applicable to literature) (Not applicable to literature) (Not applicable to literature) Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. **MULTIDIMENSIONALITY - RL.3.8** Develop a literacy identity that pro-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 motes lifelong learning. (Not applicable to literature) HOME

GUIDING PRINCIPLE FOR READING LITERATURE

P

9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PROGRESSION									
	RL.2.9	RL.3.9	RL.4.9						
	Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar char- acters.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from differ- ent cultures.						
MULTIDIMENSIONALITY - RL.3.9									
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT									
Compare/contrast the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS.									

GUIDING PRINCIPLE FOR READING LITERATURE

10. Students will read, comprehend and analyze complex literary texts independently and proficiently.

		PROGRESSION		6	Collaborate with others to creat new meaning.
	RL.2.10	RL.3.10	RL.4.10		new meaning.
	By the end of the year, flexibly use a variety of comprehen- sion strategies (i.e., question-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn share with others.
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read,	monitoring, visualizing, infer- encing, summarizing, using pri- or knowledge, determining im- portance) to read, comprehend	ing, inferencing, summarizing, synthe- sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro-	8	Engage in specialized, discipline- specific literacy practices.
	comprehend and analyze grade-level appropriate, com- plex literary texts inde- pendently and proficiently.	and analyze grade-level appro- priate, complex literary texts independently and proficiently.	priate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive procest to think deeply and critically about text.
	I	MULTIDIMENSIONALITY - RL.3.1	0		
	Green (italic) = Comp By the end of the year, flexibly u		MAROON (CAPS) = CONTENT tegies (i.e., questioning, monitoring,	10	Develop a literacy identity that p motes lifelong learning.
└──₽┛			mining importance) to read, compre- 7 TEXTS independently and proficiently.		HOME

Interdisciplinary Literacy Practices

communicates a message.

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Recognize that text is anything that

	Employ, develop and refine schema to understand and create text.
	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Collaborate with others to create new meaning.
	Utilize digital resources to learn and share with others.
	Engage in specialized, discipline- specific literacy practices.
	Apply high level cognitive processes to think deeply and critically about text.
)	Develop a literacy identity that pro- motes lifelong learning.
	HOME

	Reading Standards for Informational Text - Grade 3		Interdisciplinary Literacy Practices
	Key Ideas and Details	_	
<u>RI.3.1</u>	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.3.3</u>	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.3.4</u>	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.3.5</u>	Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.3.6</u>	Distinguish their own perspective from that of the author of a text, and describe how various perspec-		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	7	Utilize digital resources to learn and
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs		share with others.
	and side bars, contribute to the meaning and clarity of a text.	•	Engage in specialized, discipline-
<u>RI.3.8</u>	Describe how reasons and evidence support specific claims the author makes in a text.	8	specific literacy practices.
<u>RI.3.9</u>	<u>RI.3.9</u> Explain the relationship between information from two or more texts on the same theme or topic.		Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.3.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, com-	10	Develop a literacy identity that pro- motes lifelong learning.
	prehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

GUIDING P 1. Students will read closely ences from it; cite specific		Interdisciplinary Literacy Practices			
	PROGRESSION				
RI.2.1	RI.3.1	RI.4.1		communicates a message.	
Ask and answer such ques- tions as who, what, where, when, why and how, and	Ask and answer questions, and make and support logical infer- ences in order to construct	Refer to details and examples in a text when explaining what the text says explicitly and when drawing infer-	2	Employ, develop and refine schema to understand and create text.	
make and support logical in- ferences to construct mean- ing from the text.	meaning from the text.	ences from the text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.	
	MULTIDIMENSIONALITY - RI.3.	1		Utilize receptive and expressive lar	
Green (italic) = Co	nprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se others and the world.	
Ask and answer QUESTIONS, the text.	5	Apply strategic practices, with scaffolding and then independentl to approach new literacy tasks.			
2. Students will determine ce		r development; cite specific textual evi- upport conclusions drawn from the text.	6	Collaborate with others to create new meaning.	
	PROGRESSION		7	Utilize digital resources to learn and	
RI.2.2	RI.3.2	RI.4.2		share with others.	
Identify implicit and explicit information from a summary to determine the central idea	Identify and cite relevant im- plicit and explicit information from a summary to determine	Analyze how the central ideas are re- flected in a text, and cite relevant im- plicit and explicit evidence from the	8	Engage in specialized, discipline- specific literacy practices.	
of a text.	the central idea of a text.	text.	9	Apply high level cognitive processe to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.3.2	2		Develop a literacy identity that pro	
	nprehension Purple (bold) = Analysis icit and explicit information from a s		10	motes lifelong learning.	



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RI.2.3	RI.3.3	RI.4.3		communicates a message.
1	Describe the connection be- tween individuals, historical events, scientific ideas or con-	Describe the relationship be- tween individuals, a series of historical events, scientific ideas	Explain the individuals, events, proce- dures, ideas or concepts in a historical, scientific or technical text, including	2	Employ, develop and refine schema to understand and create text.
(cepts or steps in technical pro- cedures over the course of a text.	or concepts or steps in technical procedures over the course of a text.	what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.3.		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
	-	CAL PROCEDURES over the course of		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	4. Students will interpret word	INCIPLE FOR READING INFORM s and phrases as they are used in nings, and analyze how specific wor	a text, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.2.4	RI.3.4	RI.4.4	7	share with others.
Į	Determine the meaning of general academic words and phrases and how those words	Determine the meaning of gen- eral academic words and phrases in a grade-level text,	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and	8	Engage in specialized, discipline- specific literacy practices.
	and phrases shape meaning in a grade-level text.	and describe how those words and phrases shape meaning.	describe and explain how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.3.4	4		
		Purple (bold) = Analysis RAL ACADEMIC WORDS AND PHRA	MAROON (CAPS) = CONTENT ASES in a GRADE-LEVEL TEXT, and de-	10	Develop a literacy identity that pro- motes lifelong learning.
	scribe how those words and ph				HOME

	GUIDING PRI		Interdisciplinary		
	5. Students will analyze the stru	cture of texts, including how specifi	ic sentences, paragraphs and larger por-		
\geq	tions of the text relate to each c	ther and the whole.			Literacy Practices
		PROGRESSION			Recognize that text is anything that
	RI.2.5	RI.3.5	RI.4.5	1	communicates a message.
	Identify and describe informa- tional text structures, includ- ing sequence/chronological and descriptive structures,Identify and describe informa- tional text structures, including comparison, cause/effect and problem/solution structures,Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.		text or part of the text, the author	2	Employ, develop and refine schema to understand and create text.
	and describe the logical con- nection between particular sentences and paragraphs in a text and how they contribute	escribe the logical con- n between particularand describe the logical con- nection between particular sen- tences and paragraphs in a tences and paragraphs in a text			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	to the overall structure.	overall structure.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
]	Identify and describe INFORMAT PROBLEM/SOLUTION STRUCTUR	MAROON (CAPS) = CONTENT g COMPARISON, CAUSE/EFFECT AND ction between particular sentences and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	paragraphs in a text and how they contribute to the overall structure. GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Collaborate with others to create new meaning.
e	6. Students will analyze how poi	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			share with others.
	RI.2.6 Identify the main purpose of a	RI.3.6 Distinguish their own perspec-	RI.4.6 Compare/contrast a firsthand and	8	Engage in specialized, discipline- specific literacy practices.
	text, including what the au- thor wants to answer, explain or describe, and how that pur- pose shapes the content of the text.tive from that of the author of a text, and describe how various perspectives shape the content and style of a text.secondhand account of the same event or topic.vent or topic.v				Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp	10	Develop a literacy identity that pro- motes lifelong learning.		
]	Distinguish their own PERSPECT shape the content and style of a		HOME		

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT Interdisciplinary 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse **Literacy Practices** media and formats. Recognize that text is anything that PROGRESSION 1 communicates a message. RI.2.7 RI.4.7 RI.3.7 Identify information gained Identify and explain how spe-Interpret information presented in Employ, develop and refine schema 2 cific visuals, including but not print and non-print formats, and exfrom visuals and words in the to understand and create text. limited to diagrams, graphs, plain how the information contributes text, and explain how that photographs and side bars, con-View literacy experiences as transacinformation contributes to to an understanding of the text in tribute to the meaning and clar-3 tional, interdisciplinary and transforwhich it appears. understanding of the text. ity of a text. mational. **MULTIDIMENSIONALITY - RI.3.7** Utilize receptive and expressive lan-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 4 guage arts to better understand self, others and the world. Identify and explain how specific VISUALS, including but not limited to DIAGRAMS, GRAPHS, PHOTOGRAPHS AND SIDE BARS, contribute to the meaning and clarity of a text. Apply strategic practices, with 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT** Collaborate with others to create 6 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the new meaning. validity, reasoning, relevance and sufficiency. Utilize digital resources to learn and PROGRESSION 7 share with others. RI.2.8 **RI.4.8** RI.3.8 Describe how reasons support Describe how reasons and evi-Explain how an author uses reasons Engage in specialized, discipline-8 specific claims the author dence support specific claims and evidence to support particular specific literacy practices. makes in a text. claims the author makes in a text. the author makes in a text. Apply high level cognitive processes 9 to think deeply and critically about text. **MULTIDIMENSIONALITY - RI.3.8** Develop a literacy identity that pro-Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 motes lifelong learning. Describe how REASONS AND EVIDENCE support specific CLAIMS the author makes in a text. HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Interdisciplinary
6	9. Students will analyze how two or to compare the approaches th	es or topics in order to build knowledge		Literacy Practices	
		1	Recognize that text is anything that		
	RI.2.9	RI.3.9	RI.4.9	-	communicates a message.
	Describe the relationship be- tween information from two or more texts on the same	Explain the relationship between information from two or more texts on the same theme or top-	Integrate information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
	theme or topic.	ic.			View literacy experiences as transac-
	_	MULTIDIMENSIONALITY - RI.3.9		3	tional, interdisciplinary and transfor-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
	Explain the relationship betwee	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
>	GUIDING PRI 10. Students will read, comprehe	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		PROGRESSION			Collaborate with others to create
	RI.2.10	RI.3.10	RI.4.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehen- sion strategies (i.e., question- ing, monitoring, visualizing,	ty of comprehen- gies (i.e., question- strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn-	- 7	Utilize digital resources to learn and share with others.
	inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade-	ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro-	thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational	8	Engage in specialized, discipline- specific literacy practices.
	level appropriate, complex informational texts inde- pendently and proficiently.	priate, complex informational texts independently and profi- ciently.	texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.3.10			
7	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, visu-		10	Develop a literacy identity that pro- motes lifelong learning.	
_"	alizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficient- ly				HOME

	н		Interdisciplinary Literacy Practices		
	ns regarding the placement of the adiness and handwriting curriculu	handwriting curriculum within the s m utilized.	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 3.1	Legibly form cursive letters, wo	2	Employ, develop and refine schema to understand and create text.		
	HW.2.1 Introduce formation of all up- per- and lowercase cursive	PROGRESSION HW.3.1 Legibly form cursive letters,		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	letters.	words, and sentences with ac- cepted norms.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
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Composition – Grade 3

Text Types and Purposes

	Text Types and Purposes	1					
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with						
	supporting reasons.						
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not						
	every writing experience must utilize those digital resources.)	3	V				
<u>C.3.1</u>	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.b. Introduce the topic, followed by opinion statement, and create an organizational structure.		ti m				
			U				
	e. Provide reasons with elaborate details to support the opinion.		g				
	d. Use grade-appropriate transitions.		0				
	e. Provide a concluding section.		A				
	 f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	5	so to				
			С				
	Compose informative and/ or explanatory texts, using writing and digital resources, to examine a top						
	and provide information.		n				
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not						
	<u>every</u> writing experience must utilize those digital resources.)		sł				
	 With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose. 	8	E				
	b. Introduce a topic and group related information together; include illustrations when useful to aid-	Ŭ	s				
<u>C.3.2</u>	ing comprehension.		А				
	c. Develop the topic with facts, definitions and details.	9	to				
	d. Use grade-appropriate conjunctions to develop text structure within sentences.		te				
	e. Use grade-appropriate transitions to develop text structure across paragraphs.		D				
	f. Provide a concluding section.	10	m				
	. With guidance and support from peers and adults, develop and strengthen writing as needed by		L				
	planning, revising and editing.						

1 Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.					
View literacy experiences as transational, interdisciplinary and transformational.						
Utilize receptive and expressive language arts to better understand self others and the world.						
Apply strategic practices, withscaffolding and then independently,to approach new literacy tasks.						
6	6 Collaborate with others to create new meaning.					
7 Utilize digital resources to learn an share with others.						
8	Engage in specialized, discipline- specific literacy practices.					
 Apply high level cognitive processes to think deeply and critically about text. 						
10 Develop a literacy identity that promotes lifelong learning.						
HOME						

Composition – Grade 3

C.3.3

C.3.4

C.3.5

C.3.6

C.3.7

Text Types and Purposes		Recognize that tout is enuthing that
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple quants or ideas using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
multiple events or ideas using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.
 <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	6	Collaborate with others to create new meaning.
Production and Distribution With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7	Utilize digital resources to learn and share with others.
Research to Build and Present Knowledge	8	Engage in specialized, discipline- specific literacy practices.
Conduct short research projects that build knowledge about a topic. Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate	9	Apply high level cognitive processes to think deeply and critically about text.
categories. Range of Writing	10	Develop a literacy identity that pro- motes lifelong learning.
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

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1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

		1	Recognize that text is anything that communicates a message.		
1	C.2.1	C.3.1	C.4.1		ç
	Compose opinion pieces, using a combination of writing and digi- tal resources, on topics or texts,	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	and digital and digital resources, on topics or		Employ, develop and refine schema to understand and create text.
	with supporting reasons.	supporting reasons.	spective with reasons and infor- mation. (NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	pportunity throughout the year o utilize digital resources, but not very writing experience must opportunity throughout the year not <u>every</u> writing experience	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
1	must utilize those digital re- sources.) a. With guidance and support	utilize those digital resources.) a. With guidance and support	must utilize those digital re- sources.) a. Produce clear and coherent	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	from adults, strengthen writing through peer collab- oration and adding details through writing and/or pic-	from adults, produce writing in which the development and organization are appropriate to task and purpose.	writing in which the develop- ment and organization are appropriate to task, purpose and audience.	6	Collaborate with others to create new meaning.
	tures as needed. b. Introduce the topic, fol-	b. Introduce the topic, followed	b. Introduce a topic or text	7	Utilize digital resources to learn and share with others.
	lowed by opinion statement, and create an organizational structure.	by opinion statement, and create an organizational struc- ture.	clearly, state an opinion and create an organizational structure in which related ideas are grouped to support	8	Engage in specialized, discipline- specific literacy practices.
	 Provide reasons with details to support the opinion. 	 c. Provide reasons with elabo- rate details to support the opinion. 	the writer's purpose.c. Provide reasons that are supported by facts and details.	9	Apply high level cognitive processes to think deeply and critically about text.
		5 .		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

		Interdisciplinary			
	C.2.1	C.3.1	C.4.1		Literacy Practices
d.	Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
e.	Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
f.	With guidance and support from peers and adults, de- velop and strengthen writing	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising, editing and rewriting.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY-C.3.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose OPINION PIECES, using a combination of writing and digital resources, *on topics or texts*, **with supporting reasons**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- A. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- B. Introduce the topic, followed by opinion statement, and create an organizational structure.
- C. Provide reasons with elaborate details to support the opinion.
- D. Use grade-appropriate TRANSITIONS.
- E. Provide a concluding section.
- F. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and *editing*.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	9 Apply high level cognitive processes to think deeply and critically about text.						
10	10 Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

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2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

		1	Recognize that text is anything that communicates a message.		
	C.2.2 Compose informative and/or explanatory texts, using writing	C.3.2 Compose informative and/or explanatory texts, using writing and	C.4.2 Compose informative and/or explanatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
	and digital resources, to estab- lish a topic and provide infor- mation about the topic.	digital resources, to examine a topic and provide information.	digital resources, to examine a topic and convey ideas and infor- mation clearly.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	(NOTE: Students must have the opportunity throughout the	(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 resources.) a. With guidance and support from adults, strengthen 	a. With guidance and support	 a. Produce clear and coherent writing in which the develop- 	6	Collaborate with others to create new meaning.
	from adults, strengthen writing through peer col- laboration and adding de-	from adults, produce writing in which the development and organization are appro-	ment and organization are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
	tails through writing and/or pictures as needed.	priate to task and purpose.		8	Engage in specialized, discipline- specific literacy practices.
	 b. Introduce the topic. b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehen- sion. 	 Introduce a topic clearly ,and group related information in paragraphs and sections; in- clude formatting, illustrations 	9	Apply high level cognitive processes to think deeply and critically about text.	
		sion.	and multimedia when useful to aiding comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

PROGRESSION							Interdisciplinary
	C.2.2		C.3.2		C.4.2	1	
	Supply information with de- tail to develop the topic.	c.	Develop the topic with facts, definitions and details.	c.	Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic.	1	Literacy Practices Recognize that text is anything that communicates a message.
	Use grade-appropriate con-	d.	e	d.		2	Employ, develop and refine schema to understand and create text.
	junctions to develop text structure within sentences.		junctions to develop text structure within sentences.		tions to develop text structure within sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.	e.	Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.	e.	Use grade-appropriate transi- tions to develop text structure across paragraphs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				f.	Use precise language and do- main-specific vocabulary to inform about or explain the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f.	Provide a concluding sec-	f.	Provide a concluding sec-		topic.	6	Collaborate with others to create new meaning.
	tion.		tion.	g.	Provide a concluding section.	7	Utilize digital resources to learn and share with others.
	With guidance and support from peers and adults, de- velop and strengthen writing as needed by plan-	g.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, re-	h.	from peers and adults, develop and strengthen writing as	8	Engage in specialized, discipline- specific literacy practices.
	ning, revising and editing.		vising and editing.		needed by planning, revising, editing and rewriting.	9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
						HOME	

MULTIDIMENSIONALITY - C.3.2 Interdisciplinary Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT **Literacy Practices** Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a Recognize that text is anything that 1 communicates a message. topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every Employ, develop and refine schema 2 writing experience must utilize those digital resources.) to understand and create text. a. With guidance and support from adults, produce writing in which the development and organization View literacy experiences as transacare appropriate to task and purpose. 3 tional, interdisciplinary and transforb. Introduce a topic, and group related information together; include illustrations when useful to aiding mational. comprehension. Utilize receptive and expressive lan-4 guage arts to better understand self, c. **Develop the topic** with facts, definitions and details. others and the world. d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. Apply strategic practices, with e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. 5 scaffolding and then independently, to approach new literacy tasks. Provide a concluding section. f. Collaborate with others to create g. With guidance and support from peers and adults, develop and strengthen writing as needed by plan-6 new meaning. ning, revising and editing. Utilize digital resources to learn and 7 share with others. Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. Develop a literacy identity that pro-10 motes lifelong learning. HOME

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Recognize that text is anything that 1 communicates a message. PROGRESSION C.2.3 C.4.3 C.3.3 Employ, develop and refine schema 2 Compose narratives, using Compose narratives, using Compose narratives, using a to understand and create text. writing and digital resources, to writing and digital resources, to writing and digital resources, to develop real or imagined experidevelop real or imagined experidevelop real or imagined experi-View literacy experiences as transac-3 ences or multiple events or ideences or multiple events or ideences or multiple events or ideas, tional, interdisciplinary and transforas, using effective technique, as, using effective technique, using effective technique, descripmational. descriptive details and clear sedescriptive details and clear setive details and clear sequences. Utilize receptive and expressive lanquences. quences. 4 guage arts to better understand self, others and the world. (NOTE: Students must have the (NOTE: Students must have the NOTE: Students must have the Apply strategic practices, with opportunity throughout the year opportunity throughout the year opportunity throughout the year 5 scaffolding and then independently, to utilize digital resources, but not to utilize digital resources, but to utilize digital resources, but to approach new literacy tasks. every writing experience must utinot every writing experience not every writing experience lize those digital resources.) must utilize those digital re-Collaborate with others to create must utilize those digital re-6 sources.) sources.) new meaning. Utilize digital resources to learn and With guidance and support a. With guidance and support a. Produce clear and coherent a. 7 share with others. from adults, produce writing from adults, produce writing writing in which the developin which the development in which the development ment and organization are ap-Engage in specialized, disciplineand organization are approand organization are appropropriate to task, purpose and 8 specific literacy practices. audience. priate to task and purpose. priate to task and purpose. Apply high level cognitive processes 9 to think deeply and critically about b. Recount a single event or Establish a situation, and b. Orient the reader by establishb. text. multiple events, memories or introduce a narrator and/or ing a situation and introducing a narrator and/or characters; ideas. characters; organize an Develop a literacy identity that proevent sequence that reflects organize an event sequence 10 motes lifelong learning. linear, non-linear and/or that reflects linear, non-linear circular structure. and circular structure. HOME

Interdisciplinary

Literacy Practices

			PROGRESSION				Interdisciplinary
	C.2.3		C.3.3		C.4.3		Literacy Practices
S	nclude details which de- cribe actions, thoughts, motions.	i i	Use dialogue and descriptions of actions, thoughts and feel- ings to develop experiences and events or show the re-	c.	Use dialogue and description to develop experiences and events or show the responses of char- acters to situations.	1	Recognize that text is anything that communicates a message.
d. U	Jse temporal words and	1	sponse of characters to situa- tions. Use temporal words and	d	Use a variety of conjunctions	2	Employ, develop and refine schema to understand and create text.
р	hrases to signal event order.		phrases to signal event order.	u.	and transitional words and phrases to manage the se- quence of events.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				e.	and sensory details to convey experiences and events precise-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e. C	create a sense of closure.	t	Create a sense of closure that follows the narrated experi-	f.	ly. Provide a conclusion that fol- lows the narrated experiences	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vith guidance and sup- ort from peers and	f. '	ences or events. With guidance and support from peers and adults, devel-	g.	or events. With guidance and support from peers and adults, develop and	6	Collaborate with others to create new meaning.
a st n	dults, develop and trengthen writing as eeded by planning, revis-	1	op and strengthen writing as needed by planning, revising and editing.		strengthen writing as needed by planning, revising editing, and rewriting.	7	Utilize digital resources to learn and share with others.
ir	ng and editing.					8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.3.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose NARRATIVES , using writing and digital resources, to develop real or imagined <i>experiences</i> or mul- tiple events or ideas, using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. 	5 6 7	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Collaborate with others to create new meaning.
		Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

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4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

		Recognize that text is anything that				
C.2.4	C.3.4	C.4.4	1	communicates a message.		
With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use digital resources to create and publish products as	With some guidance and support from adults, use digital resources to create and publish products as well	2	Employ, develop and refine schema to understand and create text.		
products, including in collabora- tion with peers.	well as to interact and collabo- rate with others.	as to interact and collaborate with others.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
Green (italic) = Comp	MULTIDIMENSIONALITY - C.3.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT					
	With guidance and support from adults, use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.					
5. Students will conduct short as	GUIDING PRINCIPLE FOR COMPOSITION 5. Students will conduct short as well as more sustained research projects based on focused questions,					
demonstrating understanding of	PROGRESSION		7	Utilize digital resources to learn and share with others.		
C.2.5 Conduct shared research and writing projects that build	C.3.5 Conduct short research projects that build knowledge about a top-	C.4.5 Conduct short research projects that build knowledge through inves-	8	Engage in specialized, discipline- specific literacy practices.		
knowledge about a topic.	ic.	tigation of different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about text.		
	MULTIDIMENSIONALITY - C.3.5 rehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.		
Conduct short RESEARCH projects that build knowledge about a topic.				HOME		

6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

	research while avoiding plagiar		Recognize that text is anything that		
		PROGRESSION		1	communicates a message.
	C.2.6	C.3.6	C.4.6		
	Collect information from real- world experiences or provid- ed sources to answer or gen-	Summarize information from ex- periences or gather information from print and digital sources;	Summarize relevant information from experiences or gather rele- vant information from various	2	Employ, develop and refine schema to understand and create text.
-	erate questions.	take brief notes on informationprint and digital sources; takefrom various print/digital sources,notes, categorize information andand analyze by sorting into appro-provide a list of sources.priate categories.provide a list of sources.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - C.3.6		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	Green (italic) = Com Summarize information from ex notes on information from varie	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	ries. GUII	6	Collaborate with others to create new meaning.		
	 Students will compose routi es and audiences. 	inely over extended and shorter time f	rames for a variety of tasks, purpos-	7	Utilize digital resources to learn and share with others.
		PROGRESSIONS			
	C.2.7 (Begins in grade 3)	C.3.7 Compose routinely over extended	C.4.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
~		time frames and shorter time frames for a variety of tasks, purposes and audiences.	time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.3.8 prehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
		ded time frames and shorter time fra			HOME

	Language – Grade 3		Interdisciplinary Literacy Practices		
	Conventions of Standard English				
	When writing or speaking, demonstrate command of the conventions of standard English grammar and us- age. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.	1	Recognize that text is anything that communicates a message.		
<u>L.3.1</u>	b. Form and use regular and irregular plural nouns.c. Use abstract nouns.d. Form and use regular and irregular verbs.	2	Employ, develop and refine schema to understand and create text.		
	 e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. 		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
	 h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. When writing: a. Capitalize appropriate words in titles. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
<u>L.3.2</u>	 b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	g. Consult reference materials as needed to check and correct spellings. Knowledge of Language	6	Collaborate with others to create new meaning.		
<u>L.3.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	7	Utilize digital resources to learn and share with others.		
	Vocabulary Acquisition and Use				
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	8	Engage in specialized, discipline- specific literacy practices.		
<u>L.3.4</u>	 b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 	9	Apply high level cognitive processes to think deeply and critically about text.		
	 e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships. Demonstrate understanding of word relationships and nuances in word meanings. 	10	Develop a literacy identity that pro- motes lifelong learning.		
<u>L.3.5</u>	a. Distinguish the literal and nonliteral meanings of words and phrases in context.b. Demonstrate understanding of words by relating them to their synonyms and antonyms.c. Distinguish shades of meaning among related words that describe degrees of certainty.		HOME		



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

withing and speaking.				
	PROGRESSION		1	Recognize that text is anything that
L.2.1	L.3.1	L.4.1	T	communicates a message.
 In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. 	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage. a. Explain the function of nouns,	When writing or speaking, demon- strate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
 c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sen- 	pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irreg-	 a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey 	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.
tence formation. f. producing, expanding and rear- ranging complete simple and compound sentences.	ular plural nouns. c. Use abstract nouns. d. Form and use regular and irreg- ular verbs. e. Use verb tenses.	 c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sen- tences according to conven- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	f. Ensure subject-verb and pro- noun-antecedent agreement.g. Form and use comparative and superlative adjectives and ad-	tional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting in- appropriate fragments and run	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	verbs, and choose between them depending on what is to be modified. h. Use coordinating and subordi-	-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.	6	Collaborate with others to create new meaning.
	nating conjunctions. i. Produce simple, compound and complex sentences.		7	Utilize digital resources to learn and share with others.
	ULTIDIMENSIONALITY - L.3.1 hension Purple (bold) = Analysis MAI	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
 a. Explain the function OF NOUNS, PR b. Form and use REGULAR AND IRREG c. Use ABSTRACT NOUNS. 			9	Apply high level cognitive processes to think deeply and critically about text.
e. Use VERB TENSES. f. Ensure SUBJECT-VERB AND PRONO		5, and choose between them depend-	10	Develop a literacy identity that pro- motes lifelong learning.
 h. Use COORDINATING AND SUBORD i. Produce SIMPLE, COMPOUND AND 				HOME
	150			

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2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 b. Demonstrate appropriate use of communication formats (e.g., letter, email, blog). a. Capitalize appropriate words in titles. b. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. c. Use a natin 	L.4.21vriting: nonstrate appropriate use apitalization rules.2commas and quotation rks to indicate direct speech quotations for a text.3a comma before a coordi- ing conjunction in a com- und sentence.4sult reference materials as ded to check and correct llings.5	Recognize that text is anything that communicates a message. Employ, develop and refine schema to understand and create text. View literacy experiences as transac- tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world. Apply strategic practices, with
 a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. c. Use a natin 	nonstrate appropriate use apitalization rules.2commas and quotation rks to indicate direct speech quotations for a text.3a comma before a coordi- ing conjunction in a com- und sentence.4sult reference materials as ded to check and correct-	to understand and create text. View literacy experiences as transac- tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. c. Use anatin 	ks to indicate direct speech quotations for a text.3a comma before a coordi- ing conjunction in a com- und sentence.4sult reference materials as ded to check and correct-	tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
(e.g., letter, email, blog). d. Use possessives. c. Use a nation	A sult reference materials as ded to check and correct	guage arts to better understand self, others and the world.
c. Use apostrophe to form contractions and posses- e. Use conventional spelling for high-frequency words where sufficient and poster-	ded to check and correct	Apply strategic practices, with
d. Generalize spelling patterns.	Ŭ	scaffolding and then independently, to approach new literacy tasks.
spelling. g. Consult reference materials as needed to check and cor- rect spellings.	6	Collaborate with others to create new meaning.
MULTIDIMENSIONALITY - L.3.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CA	APS) = CONTENT	Utilize digital resources to learn and share with others.
When writing: a. <i>Capitalize</i> APPROPRIATE WORDS IN TITLES.	8	Engage in specialized, discipline- specific literacy practices.
 b. Use COMMAS IN ADDRESSES. c. Use COMMAS AND QUOTATION MARKS IN DIALOGUE. d. Use POSSESSIVES. 	9	Apply high level cognitive processes to think deeply and critically about text.
e. Use conventional spelling for HIGH-FREQUENCY WORDS WHERE SUFFIXES AF WORDS.	ARE ADDED TO BASE	Develop a literacy identity that pro- motes lifelong learning.
 f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 151 		HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

		PROGRESSION		1	Recognize that text is anything that
	L.2.3	L.3.3	L.4.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak-ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Compare formal and infor- mal uses of English.	a. Choose words and phrases for effect.b. Recognize and observe	 a. Choose words and phrases to convey ideas precisely. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	differences between the conventions of spoken and	b. Choose punctuation for effect.c. Differentiate between formal	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
			and informal discourse patterns based on context.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.	
		IULTIDIMENSIONALITY - L.3.3		7	Utilize digital resources to learn and share with others.
	Ⅳ Green (italic) = Compre	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.	
J	a. Choose words and phrases for e				Apply high level cognitive processes to think deeply and critically about text.
	b. Recognize and observe differences between THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.				Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

	order to be transition ready.			1	communicates a message.
		PROGRESSION			communicates a message.
	L.2.4	L.3.4	L.4.4		Employ, develop and refine schema
	Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning	2	to understand and create text.
	ing of unknown and multiple-	ing of unknown and multiple-	of unknown and multiple-meaning		
	meaning words and phrases	meaning words and phrases	words and phrases based on grade	2	View literacy experiences as transac-
	based on grade 2 reading and content, choosing flexibly from	based on grade 3 reading and content, choosing flexibly from	4 reading and content, choosing flexibly from an array of strategies.	3	tional, interdisciplinary and transfor- mational.
	an array of strategies.	an array of strategies.			
	, 2		a. Use context (e.g., definitions,	4	Utilize receptive and expressive lan- guage arts to better understand self,
	a. Use sentence-level context	a. Use sentence-level context	examples or restatements in	4	others and the world.
	as a clue to the meaning of a word or phrase.	as a clue to the meaning of a word or phrase.	text) as a clue to the meaning of a word or phrase.		
	a word of prirase.	word of pinase.	of a word of phrase.	_	Apply strategic practices, with
	b. Determine the meaning of	b. Determine the meaning of	b. Use common affixes and roots	5	scaffolding and then independently,
	the new word formed when	the new word formed when	as clues to the meaning of a		to approach new literacy tasks.
	a known prefix is added to a	a known affix is added to a	word.		Collaborate with others to create
•	known word.	known word.	c. Consult print and digital refer-	6	new meaning.
	c. Use a known root word as a	c. Use a known root word as a	ence materials to find the pro-		
	clue to the meaning of an	clue to the meaning of an	nunciation and determine or	7	Utilize digital resources to learn and
	unknown word with the	unknown word with the	clarity the precise meaning of	/	share with others.
	same root.	same root.	key words and phrases.		
				8	Engage in specialized, discipline-
					specific literacy practices.
					Apply high level cognitive processes
				9	to think deeply and critically about
					text.
				<u> </u>	
				10	Develop a literacy identity that pro-
				10	motes lifelong learning.
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Interdisciplinary **Literacy Practices**

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Recognize that text is anything that

HOME

			PROGRESSION				Interdisciplinary
	L.2.4		L.3.4		L.4.4		
d.	Use knowledge of the	d.	Use glossaries or beginning	d.	Acquire and use accurately		Literacy Practices
	meaning of individual words		dictionaries to determine or		grade-appropriate general aca-		Recognize that text is anything that
	to predict the meaning of		clarify the precise meaning		demic and domain-specific	1	communicates a message.
	compound words.		of key words and phrases.		words and phrases, including those that signal precise ac-		
e.	Use glossaries and begin-	e.	Acquire and use accurately		tions and that are basic to a	2	Employ, develop and refine schema
	ning dictionaries to deter-		grade-appropriate conversa-		particular topic.	_	to understand and create text.
	mine or clarify the meaning		tional, general academic and				View literacy experiences as transac-
	of words and phrases.		domain-specific words and phrases, including those that			3	tional, interdisciplinary and transfor-
f.	Use words and phrases ac-		signal spatial and temporal				mational.
	quired through conversa-		relationships.				Utilize receptive and expressive lan-
	tions, reading and being					4	guage arts to better understand self,
	read to, and responding to texts, including using adjec-						others and the world.
	tives and adverbs to de-					_	Apply strategic practices, with
	scribe.					5	scaffolding and then independently,
							to approach new literacy tasks.
	D.		IDIMENSIONALITY - L.3.4			6	Collaborate with others to create
	Green (italic) = Compre			ARO	ON (CAPS) = CONTENT	0	new meaning.
	ereen (name) - een pre						
						7	Utilize digital resources to learn and share with others.
			known and multiple-meaning w	vords	s and phrases based on grade 3		share with others.
	iding and content, choosing flea	-					Engage in specialized, discipline-
a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.				8	specific literacy practices.		
b.	Determine the meaning of the	new	word formed when a known A	FIX	is added to a known word.		
с.	Use a known ROOT WORD as	a clu	e to the meaning of an unknow	n wo	ord with the same root.	9	Apply high level cognitive processes to think deeply and critically about
d.	Use glossaries or beginning die	tion	aries to determine or clarify the	pre	cise meaning of key words and	3	to think deeply and childany about text.
	phrases.		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		- · · /		
e.	Acquire and use accurately G	RADI	E-APPROPRIATE CONVERSATION	IAL,	GENERAL ACADEMIC AND DO-	10	Develop a literacy identity that pro-
			, including THOSE THAT SIGNA			10	motes lifelong learning.
	TIONSHIPS.						
							HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

		_	Recognize that text is anything that		
	L.2.5	L.3.5	L.4.5	1	communicates a message.
	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of fig- urative language, word relation- ships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	a. Demonstrate understanding of words by relating them to	a. Distinguish the literal and nonliteral meanings of	 ings. a. Explain the meaning of simple similes and metaphors in context 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	their synonyms and anto- nyms. b. Distinguish the shades of meaning among closely re-	words and phrases in con- text. b. Demonstrate understanding of words by relating them to	text.b. Recognize and explain the meaning of common idioms,	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	lated verbs (e.g., toss, throw, hurl) and closely re- lated adjectives (e.g., thin,	their synonyms and anto- nyms.c. Distinguish shades of mean-	adages and proverbs. c. Demonstrate understanding of	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	slender).	ing among related words that describe degrees of cer- tainty.	words by relating them to their synonyms and antonyms.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.3.5 chension Purple (bold) = Analysis M		8	Engage in specialized, discipline- specific literacy practices.
7	Demonstrate understanding of w a. Distinguish the LITERAL AND N	9	Apply high level cognitive processes to think deeply and critically about text.		
	b. Demonstrate understanding of	of words by relating them to their S g among RELATED WORDS THAT DES	YNONYMS and ANTONYMS.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	Reading Foundational Skills – Grade 4		Interdisciplinary Literacy Practices	
	Print Concepts			
	.1 No Reading Foundational standard 1 for grade 4.		Recognize that text is anything that communicates a message.	
RF.4.1			Employ, develop and refine schema to understand and create text.	
	Phonological Awareness		View literacy experiences as transac-	
		3	tional, interdisciplinary and transfor- mational.	
RF.4.2	No Phonological Awareness standard for grade 4.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	Phonics and Word Recognition		Apply strategic practices, with	
	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words. 		scaffolding and then independently, to approach new literacy tasks.	
RF.4.3			Collaborate with others to create new meaning.	
	Fluency	_	Utilize digital resources to learn and	
		7	share with others.	
	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding.	8	Engage in specialized, discipline- specific literacy practices.	
	 b. Fluently read grade-level prose and poetry orally on successive readings. 		Apply high level cognitive processes	
RF.4.4	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	9	to think deeply and critically about	
	d. Read grade-level text with purpose and understanding.		text.	
			Develop a literacy identity that pro-	
	 e. Fluently read grade-level prose and poetry orally on successive readings. f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		motes lifelong learning.	
			HOME	

	Reading Literature Standards — Grade 4		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.4.1</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.4.2</u>	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, in- cluding but not limited to poems, stories and dramas.	2	Employ, develop and refine schema to understand and create text.
<u>RL.4.3</u>	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	Craft and Structure		mational.
<u>RL.4.4</u>	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>RL.4.5</u>	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dra- mas, including but not limited to linear, nonlinear and circular structures.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.4.6</u>	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RL.4.7</u>	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7	Utilize digital resources to learn and share with others.
<u>RL.4.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.4.9</u>	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.4.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical infer-				Literacy Practices
	ences from it; cite specific tex	tual evidence to support conclusi	ons drawn from the text.		
		PROGRESSION		1	Recognize that text is anything that
	RL.3.1	RL.4.1	RL.5.1	1	communicates a message.
	Ask and answer questions, and make and support logical infer- ences to construct meaning from the text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the	Quote accurately from a text when explaining what the text says explicit- ly and when drawing inferences from the text.	2	Employ, develop and refine schema to understand and create text.
		text. MULTIDIMENSIONALITY - RL.4.1		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
٦	REFER TO DETAILS AND EXAMPLI inferences from the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	GUIDING	G PRINCIPLE FOR READING LITER	ATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
?			yze their development; cite specific ons, to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.3.2	RL.4.2	RL.5.2	7	share with others.
	Identify and cite relevant im- plicit and explicit information from a summary to determine the theme, lesson learned	Analyze how the theme is re- flected, and cite relevant implicit and explicit evidence from the text, including but not limited to	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evi-	8	Engage in specialized, discipline- specific literacy practices.
	and/or moral, including but not limited to fables, folktales and myths from diverse cul- tures.	poems, stories and dramas.	dence to support thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.2			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how the THEME is reflected, and <i>cite</i> relevant implicit and <i>explicit</i> evidence from the text, includ- ing but not limited to poems, stories and dramas.				Develop a literacy identity that pro- motes lifelong learning.
 •					HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION		1	Recognize that text is anything that
RL.3.3	RL.4.3	RL.5.3	1	communicates a message.
Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific de-	Compare/contrast characters, settings, or events in a story or dra- ma, using specific details to analyze their interaction over the course of	2	Employ, develop and refine schem to understand and create text.
the plot.	tails to analyze their interaction over the course of the text.	the text.	3	View literacy experiences as trans- tional, interdisciplinary and transf mational.
Green (italic) = Compre Describe in depth a CHARACTER'S	MULTIDIMENSIONALITY - RL.4.3 ehension Purple (bold) = Analysis MA THOUGHTS, WORDS and/or ACTIONS ic details to analyze their interaction compared	5, the SETTING or EVENT(S) IN A STO-	4	Utilize receptive and expressive land guage arts to better understand se others and the world.
GUIDING	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.		
	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			
RL.3.4	PROGRESSION RL.4.4	RL.5.4	7	Utilize digital resources to learn ar
			/	share with others.
Determine the meaning of	Determine the meaning of words	Determine the meaning of words		share with others.
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idi-	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as meta- phors and similes, and describe	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and	8	Engage in specialized, discipline- specific literacy practices.
words and phrases as they are used in a text, distinguishing literal from nonliteral language,	and phrases as they are used in a text, including but not limited to figurative language such as meta-	and phrases as they are used in a text, including but not limited to allusions found in mythology, and	8	Engage in specialized, discipline-
words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idi- oms and hyperboles, and de- scribe how those words and phrases shape meaning.	and phrases as they are used in a text, including but not limited to figurative language such as meta- phors and similes, and describe and explain how those words and	and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and		Engage in specialized, discipline- specific literacy practices. Apply high level cognitive process to think deeply and critically abou
words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idi- oms and hyperboles, and de- scribe how those words and phrases shape meaning.	and phrases as they are used in a text, including but not limited to figurative language such as meta- phors and similes, and describe and explain how those words and phrases shape meaning.	and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.		Engage in specialized, discipline- specific literacy practices. Apply high level cognitive process to think deeply and critically abou

	GUIDIN		Interdisciplinary		
2	5. Students will analyze the strutions of the text relate to each c		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.3.5	RL.4.5	RL.5.5		communicates a message.
	Describe and provide evi- dence for how parts of the text contribute to the overall structure of poems, stories	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories, and dramas, including but not	Analyze and explain the overall struc- ture of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circu-	2	Employ, develop and refine schema to understand and create text.
	and dramas, including but not limited to linear, nonlinear and circular structures.	limited to linear, nonlinear and circular structures.	lar structures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
					Utilize receptive and expressive lan-
		MULTIDIIMENSIONALITY - RL.4. prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
		, in a text or part of the text, the a ted to LINEAR, NONLINEAR AND CIR	uthor uses IN POEMS, STORIES AND CULAR STRUCTURES.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
	6. Students will analyze how poi	nt of view, perspective and purpose	e shape the content and style of a text.		
		PROGRESSION		7	Utilize digital resources to learn and share with others.
	RL.3.6	RL.4.6	RL.5.6		
	Distinguish their own perspec- tive from that of the narrator or those of the characters,	Compare/contrast the point of view of first and third person narrators and the effect they	Describe how a narrator's or speaker's perspective influences how events are described.	8	Engage in specialized, discipline- specific literacy practices.
	and describe how various per- spectives shape the content of the text.	have on the reader.	uescribeu.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.6			Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis		10	motes lifelong learning.

HOME

Compare/contrast the POINT OF VIEW of first and third person narrators and the effect they have on the reader.

GUIDING PRINCIPLE FOR READING LITERATURE

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	-	PROGRESSION	_	1	Recognize that text is anything that
	RL.3.7	RL.4.7	RL.5.7	-	communicates a message.
	Explain how the specific as- pects of a text's illustrations contribute to an effect, in-	Make connections between the text of a story or drama and a visual or oral presentation, in-	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	2	Employ, develop and refine schema to understand and create text.
	cluding but not limited to cre- ating mood, character and setting.	cluding making connections with what they "see" and "hear" when reading the text to		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		what they perceive when they listen or watch.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - RL.4.		5	Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Make connections between the TEXT OF A STORY OR DRAMA AND A VISUAL OR ORAL PRESENTATION,				scaffolding and then independently, to approach new literacy tasks.
	including making connections w ceive when they listen or watch.		en reading the text to what they per -	6	Collaborate with others to create new meaning.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	7	Utilize digital resources to learn and share with others.
2			ns and evidence in a text, assessing the		
• -	validity, reasoning, relevance ar			8	Engage in specialized, discipline- specific literacy practices.
	RL.3.8	PROGRESSION RL.4.8	RL.5.8		
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RL.4.8 prehension Purple (bold) = Analysis	B MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	(Not applicable to literature)				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

9. Students will analyze how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

	-	PROGRESSION		1	Recognize that text is anything that
	RL.3.9	RL.4.9	RL.5.9	1	communicates a message.
	Compare/contrast the themes, settings and plots of stories written by the same author about the same or	Compare/contrast themes, top- ics and patterns of events in stories, myths and traditional literature from different cul-	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	2	Employ, develop and refine schema to understand and create text.
	similar characters.	tures. MULTIDIMENSIONALITY - RL.4.9		2	View literacy experiences as transac-
		prehension Purple (bold) = Analysis		3	tional, interdisciplinary and transfor- mational.
]	Compare/contrast THEMES, TO LITERATURE FROM DIFFERENT C		STORIES, MYTHS AND TRADITIONAL	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Apply strategic practices, with
9	10. Students will read, compreh	exts independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.	
		PROGRESSION		<i>c</i>	Collaborate with others to create
	RL.3.10	RL.4.10	RL.5.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehen- sion strategies (i.e., question- ing, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthe-	7	Utilize digital resources to learn and share with others.
	inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read, comprehend and analyze	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade-	sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts inde-	8	Engage in specialized, discipline- specific literacy practices.
	grade-level appropriate, com- plex literary texts inde- pendently and proficiently.	level appropriate, complex liter- ary texts independently and proficiently.	pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.1			
	By the end of the year, flexibly u		MAROON (CAPS) = CONTENT tegies (i.e., questioning, monitoring, vledge, determining importance) to	10	Develop a literacy identity that pro- motes lifelong learning.
			LEX LITERARY TEXTS independently		HOME

	Reading Standards for Informational Texts - Grade 4		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.4.1</u>	Refer to details and examples in a text when explaining what the text says explicitly and when draw- ing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.4.2</u>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.4.3</u>	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.4.4</u>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.4.5</u>	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ide- as, concepts or information.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.4.6</u>	Compare/contrast a firsthand and secondhand account of the same event or topic.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.4.7</u>	Interpret information presented in print and non-print formats and explain how the information con- tributes to an understanding of the text in which it appears.	7	Utilize digital resources to learn and share with others.
<u>RI.4.8</u>	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.4.9</u>			Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.4.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in- dependently and proficiently.		HOME

	GUIDING PR	INCIPLE FOR READING INFORMA			Interdisciplinary
P	1. Students will read closely to o it; cite specific textual evidence		Literacy Practices		
	RI.3.1	1	Recognize that text is anything that communicates a message.		
	Ask and answer questions, and make and support logical inferences in order to con-	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from	2	Employ, develop and refine schema to understand and create text.
	struct meaning from the text.	drawing inferences from the text.	the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			MAROON (CAPS) = CONTENT the text says explicitly and when draw-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ing inferences from the text.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine cent		development; cite specific textual evi-	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and share with others.
	RI.3.2 Identify and cite relevant implicit and explicit information from a summary to determine	RI.4.2 Analyze how the central ideas are reflected in a text, and cite	RI.5.2 Analyze how the central ideas are re- flected in a text, and cite relevant im-	8	Engage in specialized, discipline- specific literacy practices.
	the central idea of a text.	relevant implicit and explicit evidence from the text.	plicit and explicit evidence to support thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
_		MULTIDIMENSIONALITY - RI.4.2 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	from the text.		erevant implicit und explicit evidence		HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RI.3.3	RI.4.3	RI.5.3	-	communicates a message.
	Describe the relationship be- tween individuals, a series of historical events, scientific	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or tech-	Explain the relationships or interac- tions between individuals, events, ide- as or concepts in a historical, scientific	2	Employ, develop and refine schema to understand and create text.
	ideas or concepts or steps in technical procedures over the course of a text.	nical text, including what hap- pened and why, based on spe- cific information over the course of a text.	or technical text based on specific in- formation over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.4.3 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Explain the INDIVIDUALS, EVEN	PTS IN A HISTORICAL, SCIENTIFIC OR cific information over the course of a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	4. Students will interpret words		ext, including determining technical,	6	Collaborate with others to create new meaning.
	connotative and figurative mean	nings, and analyze how specific wor PROGRESSION	d choices shape meaning or tone.	7	Utilize digital resources to learn and share with others.
	RI.3.4	RI.4.4	RI.5.4		
	Determine the meaning of general academic words and phrases in a grade-level text,	Determine the meaning of gen- eral academic and domain- specific words or phrases in a	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and	8	Engage in specialized, discipline- specific literacy practices.
	and describe how those words and phrases shape meaning.	grade-level text, and describe and explain how those words and phrases shape meaning.	analyze how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.4	1		Develop a literacy identity that pro-
		Prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT CIFIC WORDS OR PHRASES in a GRADE-	10	motes lifelong learning.
		xplain how those words and phras			HOME

	GUIDING PRI		Interdisciplinary		
P	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger por tions of the text relate to each other and the whole.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.3.5	RI.4.5	RI.5.5	-	communicates a message.
	Identify and describe informa- tional text structures, includ- ing comparison, cause/effect	Describe the overall structure, in a text or part of the text, the author uses to organize the	Compare/contrast the overall struc- ture of events, ideas, concepts or in- formation in two or more texts.	2	Employ, develop and refine schema to understand and create text.
	and problem/solution struc- tures, and describe the logical connection between particu- lar sentences and paragraphs	events, ideas, concepts or infor- mation.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	in a text and how they con- tribute to the overall struc- ture.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - RI.4.5			Apply strategic practices, with
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Describe the overall STRUCTURE, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.				scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create new meaning.
	GUIDING PRI	NCIPLE FOR READING INFORMA	TIONAL TEXT		
P	6. Students will analyze how point	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
	RI.3.6	RI.4.6	RI.5.6	8	specific literacy practices.
	Distinguish their own perspec- tive from that of the author of a text, and describe how vari- ous perspectives shape the content and style of a text.	Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important simi- larities and differences in the perspec- tive they represent.	9	Apply high level cognitive processes to think deeply and critically about text.
	·	MULTIDIMENSIONALITY - RI.4.6		10	Develop a literacy identity that pro- motes lifelong learning.
		Purple (bold) = Analysis AND SECONDHAND ACCOUNT of 1			HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION		1	Recognize that text is anything that		
	RI.3.7	RI.4.7	RI.5.7		communicates a message.
	Identify and explain how spe- cific visuals, including but not limited to diagrams, graphs,	Interpret information present- ed in print and non-print for- mats, and explain how the in-	Analyze information from multiple print and non-print formats, demon- strating the ability to locate an answer	2	Employ, develop and refine schema to understand and create text.
	photographs and side bars, contribute to the meaning and clarity of a text.	formation contributes to an understanding of the text in which it appears.	to a question quickly or to solve a problem efficiently.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.4. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
]]	Interpret information presented tributes to an understanding of		rs and explain how the information con-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		INCIPLE FOR READING INFORM	ATIONAL TEXT ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	validity, reasoning, relevance and				Utilize digital resources to learn and share with others.
		PROGRESSION		7	
	RI.3.8	RI.4.8	RI.5.8		
	Describe how reasons and evidence support specific	Explain how an author uses rea- sons and evidence to support	Explain how an author uses reasons and evidence to support particular	8	Engage in specialized, discipline- specific literacy practices.
	claims the author makes in a text.	particular claims the author makes in a text.	claims in a text, identifying which rea- sons and evidence support which claim (s).	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.	8		Develop a literacy identity that pro-
	Green (italic) = Com	prehension Purple (bold) = Analysis		10	motes lifelong learning.
Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS the author makes in a text.					

	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
P	9. Students will analyze how tw knowledge or to compare the a	o or more texts address similar then pproaches the authors take.	nes or topics in order to build		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.3.9	RI.4.9	RI.5.9		communicates a message.
	Explain the relationship be- tween information from two or more texts on the same	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
	theme or topic.				View literacy experiences as transac-
		MULTIDIMENSIONALITY - RI.4.9		3	tional, interdisciplinary and transfor-
_	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
7	Integrate information from TW	O OR MORE TEXTS ON THE SAME TH	EME OR TOPIC.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
0	GUIDING PR 10. Students will read, compreh	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		PROGRESSION		6	Collaborate with others to create
	RI.3.10	RI.4.10	RI.5.10	0	new meaning.
_	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn-	7	Utilize digital resources to learn and share with others.
	ing, inferencing, summarizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze	ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade-	thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational	8	Engage in specialized, discipline- specific literacy practices.
	grade-level appropriate, com- plex informational texts inde- pendently.	level appropriate, complex infor- mational texts independently and proficiently.	texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.10			
7	Green (italic) = Com By the end of the year, flexibly u alizing, inferencing, summarizin	10	Develop a literacy identity that pro- motes lifelong learning.		
			ORMATIONAL TEXTS independently		HOME

Composition – Grade 4

	Text Types and Purposes		Recognize that text is anything that
	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per- spective with reasons and information.	1	communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> <u>ry</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 3 		View literacy experiences as transac- tional, interdisciplinary and transfor-
<u>C.4.1</u>	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	,	mational. Utilize receptive and expressive lan-
	c. Provide reasons that are supported by facts and details.	4	guage arts to better understand self, others and the world.
	d. Use grade-appropriate transitions.		
	e. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently,
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	5	to approach new literacy tasks.
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	6	Collaborate with others to create new meaning.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> ry writing experience must utilize those digital resources.)		
	a. Produce clear and coherent writing in which the development and organization are appropriate to	7	Utilize digital resources to learn and share with others.
	task, purpose and audience.		Engage in specialized, discipline-
	b. Introduce a topic clearly, and group related information in paragraphs and sections; include for- matting, illustrations and multimedia when useful to aiding comprehension.	8	specific literacy practices.
<u>C.4.2</u>	c. Develop the topic with facts, definitions, concrete details, quotations or other information and ex- amples related to the topic.		Apply high level cognitive processes
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	9	to think deeply and critically about text.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.		
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	10	Develop a literacy identity that pro-
	g. Provide a concluding section.	10	motes lifelong learning.
	 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. 		HOME
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Composition – Grade 4

Text Types and Purposes

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- C. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.

C.4.3

g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Production and Distribution

C.4.4 With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **C.4.6** Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

Range of Writing

C.4.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

1	1 Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
View literacy experiences as transac- tional, interdisciplinary and transfor- mational.							
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9 Apply high level cognitive processes to think deeply and critically about text.							
10 Develop a literacy identity that pro- motes lifelong learning.							
HOME							

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	PROGRESSION		1
C.3.1	C.4.1	C.5.1	
Compose opinion pieces, using a combination of writing and digi- tal resources, on topics or texts,	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	2
with supporting reasons.	perspective with reasons and information.	writer's perspective with reasons and information.	3
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	4
not <u>every</u> writing experience must utilize those digital re- sources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	<u>every</u> writing experience must uti- lize those digital resources.)	5
a. With guidance and support from adults, produce writing	a. Produce clear and coherent writing in which the devel- opment and organization	 Produce clear and coherent writing in which the develop- ment and organization are ap- 	6
in which the development and organization are appro- priate to task and purpose.	are appropriate to task, pur- pose and audience.	propriate to task, purpose, and audience.	7
 b. Introduce the topic, fol- lowed by opinion statement, and create an organizational 	 b. Introduce a topic or text clearly, state an opinion and create an organizational 	 b. Introduce a topic or text clear- ly, state an opinion and create an organizational structure in 	8
structure.	structure in which related ideas are grouped to sup- port the writer's purpose.	which ideas are logically grouped to support the writ- er's purpose.	9
 Provide reasons with elabo- rate details to support the opinion. 	 Provide reasons that are supported by facts and de- tails. 	 Provide logically ordered rea- sons that are supported by facts and details. 	10

1	1 Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					
HOME						

	PROGRESSION			Interdisciplinary
C.3.1	C.4.1	C.5.1		Literacy Practices
d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
e. Provide a concluding sec- tion.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
 f. With guidance and support from peers and adults, de- velop and strengthen 	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	 f. With guidance and support from peers and adults, devel- op and strengthen writing as 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
writing as needed by plan- ning, revising and editing.	needed by planning, revising, editing and rewriting.	needed by planning, revising, editing, rewriting or trying a new approach.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.4.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose OPINIONS, using writing and digital resources, *on topics or texts*, **supporting an author's perspective with reasons and** *information*.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to *task, purpose and audience.*
- b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- c. Provide reasons that are supported by facts and details.
- d. Use grade-appropriate TRANSITIONS.
- e. Provide a concluding section.
- f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing* and rewriting.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.

2

GUIDING PRINCIPLE FOR COMPOSITION

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2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Interdisciplinary Literacy Practices

D - -

		PROGRESSIONS		1	Recognize that text is anything that communicates a message.
C.3.2		C.4.2	C.5.2		
C.3.2 Compose informative a explanatory texts, usin		C.4.2 Compose informative and/or ex- planatory texts, using writing and	C.5.2 Compose informative and/or ex- planatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
and digital resources, t ine a topic and provide mation.	o exam-	digital resources, to examine a topic and convey ideas and infor- mation clearly.	digital resources, to examine a top- ic and convey ideas and infor- mation clearly.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must		(NOTE: Students must have the	(NOTE: Students must have the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opportunity throughou year to utilize digital re but not <u>every</u> writing e ence must utilize those	esources, experi-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
resources.)		sources.)		6	Collaborate with others to create new meaning.
a. With guidance and from adults, produ writing in which th	ice	a. Produce clear and coherent writing in which the develop- ment and organization are	 Produce clear and coherent writing in which the develop- ment and organization are ap- 	7	Utilize digital resources to learn and share with others.
opment and organ are appropriate to purpose.	ization	appropriate to task, purpose and audience.	propriate to task, purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
 b. Introduce a topic, a group related information 	rmation	 b. Introduce a topic clearly, and group related information in paragraphs and sections; in- 	 b. Introduce a topic clearly, pro- vide a general observation and focus and group related infor- 	9	Apply high level cognitive processes to think deeply and critically about text.
together; include il tions when useful t comprehension.		clude formatting, illustrations and multimedia when useful to aiding comprehension.	mation logically; include for- matting, illustrations and mul- timedia when useful to aiding	10	Develop a literacy identity that pro- motes lifelong learning.
	comprehension. compre	comprehension.		HOME	

	PROGRESSION		-	Interdisciplinary
C.3.2	C.4.2	C.5.2		
 Develop the topic with facts, definitions and details. 	 Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic. 	 Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic. 	1	Literacy Practices Recognize that text is anything that communicates a message.
d. Use grade-appropriate	d. Use grade-appropriate con-	d. Use grade-appropriate conjunc-	2	Employ, develop and refine schema to understand and create text.
conjunctions to develop text structure within sentences.	junctions to develop text structure within sentences.	tions to develop text structure within sentences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. Use grade-appropriate transitions to develop text structure across par-	 Use grade-appropriate transi- tions to develop text struc- ture across paragraphs. 	e. Use grade-appropriate transitions to develop text structure across paragraphs.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
agraphs.	f. Use precise language and domain-specific vocabulary	 f. Use precise language and domain -specific vocabulary to inform 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	to inform about or explain the topic.	about or explain the topic.	6	Collaborate with others to create new meaning.
f. Provide a concluding section.	g. Provide a concluding section.	g. Provide a concluding section.	7	Utilize digital resources to learn and share with others.
g. With guidance and sup- port from peers and adults, develop and	 With guidance and support from peers and adults, devel- op and strengthen writing as 	 With guidance and support from peers and adults, develop and strengthen writing as needed by 	8	Engage in specialized, discipline- specific literacy practices.
strengthen writing as needed by planning, re- vising and editing.	needed by planning, revising, editing and rewriting.	planning, revising, editing, re- writing or trying a new approach.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY- C.4.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to examine a topic and convey ideas** *and information* **clearly**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- **c. Develop the topic** with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing* and rewriting.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10 Develop a literacy identity that pro- motes lifelong learning.					
HOME					

R

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

PROGRESSION				Recognize that text is anything that communicates a message.
C.3.3	C.4.3	C.5.3		
Compose narratives, using writing and digital resources,	Compose narratives, using a writing and digital resources, to	Compose narratives, using writing and digital resources, to develop real or	2	Employ, develop and refine schema to understand and create text.
to develop real or imagined experiences or multiple events or ideas, using effec- tive technique, descriptive	develop real or imagined experi- ences or multiple events or ideas, using effective technique, descrip- tive details and clear sequences.	imagined experiences or multiple events or ideas, using effective tech- nique, descriptive details and clear sequences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
details and clear sequences. NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the oppor-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opportunity throughout the year to utilize digital re- sources, but not <u>every</u> writing experience must utilize those digital resources.)	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	tunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 a. With guidance and support from adults, produce 	 a. Produce clear and coherent writing in which the develop- 	 Produce clear and coherent writing in which the development 	6	Collaborate with others to create new meaning.
writing in which the de- velopment and organiza- tion are appropriate to	ment and organization are appropriate to task, purpose and audience.	and organization are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
task and purpose. b. Establish a situation, and	b. Orient the reader by establish-	 Drient the reader by establishing a situation and introducing a narra- 	8	Engage in specialized, discipline- specific literacy practices.
introduce a narrator and/ or characters; organize an event sequence that re- flects linear, nonlinear or circular structure.	ing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	tor and/or characters; organize an event sequence that reflects line- ar, nonlinear or circular structure.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION								Interdisciplinary
		C.3.3		C.4.3		C.5.3		
	c.	Use dialogue and de- scriptions of actions, thoughts, and feelings to develop experiences and	C.	Use dialogue and description to develop experiences and events or show the respons- es of characters to situations.	C.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of	1	Literacy Practices Recognize that text is anything that communicates a message.
		events or show the re- sponse of characters to situations.				characters to situations.	2	Employ, develop and refine schema to understand and create text.
	d.		d.	Use a variety of conjunctions	d.	, ,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		phrases to signal event order.		and transitional words and phrases to manage the se- quence of events.		transitional words, phrases and clauses to manage the sequence of events.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			e.	Use concrete words and phrases and sensory details	e.	Use concrete words and phrases and sensory details to convey ex-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				to convey experiences and events precisely.		periences and events precisely.	6	Collaborate with others to create new meaning.
	e.	Create a sense of closure that follows the narrat-	f.	Provide a conclusion that follows the narrated experi-	f.	Provide a conclusion that follows the narrated experiences or	7	Utilize digital resources to learn and share with others.
		ed experiences or events.		ences or events.		events.	8	Engage in specialized, discipline- specific literacy practices.
	f.	With guidance and sup- port from peers and adults, develop and strengthen writing as	g.	With guidance and support from peers and adults, devel- op and strengthen writing as needed by planning, revising,	g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, re-	9	Apply high level cognitive processes to think deeply and critically about text.
		needed by planning, re- vising and editing.		editing and rewriting.		writing or trying a new approach.	10	Develop a literacy identity that pro- motes lifelong learning.
								HOME

		MULTIDIMENSIONALITY - C.4.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Interdisciplinary Literacy Practices		
ſ	C.4.3	Compose NARRATIVES , using writing and digital resources, to develop real or imagined <i>experienc-</i> <i>es or multiple events or ideas</i> , using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.	
		(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
		 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
		 organize an event sequence that reflects linear, nonlinear or circular structure. C. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		 d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		 e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. 	6	Collaborate with others to create new meaning.	
		g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	7	Utilize digital resources to learn and share with others.	
			8	Engage in specialized, discipline- specific literacy practices.	
			9	Apply high level cognitive processes to think deeply and critically about text.	
			10	Develop a literacy identity that pro- motes lifelong learning.	
				HOME	

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

PROGRESSION				Recognize that text is anything that
C.3.4	C.4.4	C.5.4	1	communicates a message.
port from adults, use digital re- sources to create and publish	With some guidance and sup- port from adults, use digital re- sources to create and publish	to create and publish products as	2	Employ, develop and refine schema to understand and create text.
products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
MULTIDIMENSIONALITY - C.4.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
With some guidance and support from adults, <i>use</i> DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDING PRINCIPLE FOR COMPOSITION 5. Students will conduct short as well as more sustained research projects based on focused questions,			6	Collaborate with others to create new meaning.
demonstrating understanding of the subject under investigation. PROGRESSION			7	Utilize digital resources to learn and share with others.
C.3.5 Conduct short research pro- jects that build knowledge about a topic.	C.4.5 Conduct short research projects that build knowledge through in- vestigation of different aspects of a topic.	C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY - C.4.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro- motes lifelong learning.
Conduct short RESEARCH projects that build knowledge through investigation of different aspects of a topic.			НОМЕ	



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

	research while avoiding plagiarism. PROGRESSION			1	Recognize that text is anything that
	C.3.6	C.4.6	C.5.6		communicates a message.
	Summarize information from experiences or gather infor- mation from print and digital	Summarize relevant information from experiences, or gather rele- vant information from various print	Summarize relevant information from experiences or gather rele- vant information from multiple	2	Employ, develop and refine schema to understand and create text.
•	sources; take brief notes on information from various print/digital sources, and ana-	and digital sources; take notes, cat- egorize information and provide a list of sources.	print and digital sources; summa- rize or paraphrase applicable in- formation in notes and finished	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	lyze by sorting into appropri- ate categories.	MULTIDIMENSIONALITY - C.4.6	work, and provide a list of sources.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information, and provide a list of sources.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	DING PRINCIPLE FOR COMPOSITION	N	6	Collaborate with others to create new meaning.
	 Students will compose routin and audiences. 	nely over extended and shorter time fra	mes for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			<u> </u>
		C.4.7 Compose routinely over extended time frames and shorter time frames	C.5.7 Compose routinely over extended time frames and shorter time	8	Engage in specialized, discipline- specific literacy practices.
	shorter time frames for a	for a variety of tasks, purposes and audiences.	frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.4.7			Develop a literacy identity that pro-
_		prehension Purple (bold) = Analysis M/		10	motes lifelong learning.
Ľ	compose routinely over extend and audiences.	ded time frames and shorter time fram	nes jor a variety of tasks, purposes		HOME

Language – Grade 4

	Conventions of Standard English When writing or speaking, demonstrate command of the conventions of standard English grammar and us- age.	1	Recognize that text is anything that communicates a message.
<u>L.4.1</u>	 a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. 		Employ, develop and refine schema to understand and create text.
	 e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.4.2</u>	When writing:a. Demonstrate appropriate use of capitalization rules.b. Use commas and quotation marks to indicate direct speech and quotations for a text.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. Knowledge of Language 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.4.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context. 		Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. 	8	Engage in specialized, discipline- specific literacy practices.
<u>L.4.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, 	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.4.5</u>	including those that signal precise actions and that are basic to a particular topic. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	 b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 		HOME



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

-	writing and speaking.		Recognize that text is anything that		
	L.3.1	PROGRESSION L.4.1	L.5.1	1	communicates a message.
	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage.	When writing or speaking, demon- strate command of the conven- tions of standard English grammar and usage.	When writing or speaking, demon- strate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irreg- 	a. Use relative pronouns and relative adverbs.b. Use the progressive verb tens-	a. Explain the function of conjunc- tions, prepositions and interjec- tions in a grade-level text.	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.
	 c. Use abstract nouns. d. Form and use regular and irregular of the second second	es. c. Use modal auxiliaries to con- vey various conditions, such as can, may and must.	 b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	e. Use verb tenses.f. Ensure subject-verb and pronoun-antecedent agreement.	d. Order adjectives within sen- tences according to conven- tional patterns.	 d. Produce complete sentences recognizing and correcting in- appropriate shifts in verb tense. e. Use correlative conjunctions 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. Form and use comparative and superlative adjectives and ad- verbs, and choose between them depending on what is to be modified.	 e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and 		6	Collaborate with others to create new meaning.
	 h. Use coordinating and subordi- nating conjunctions. i. Produce simple, compound and 	g. Use frequently confused words, such as to, too, two;		7	Utilize digital resources to learn and share with others.
	complex sentences.	there, their, they're.		8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	 c. Use MODAL AUXILIARIES to convey various conditions, such as can, may and must. d. Order ADJECTIVES within sentences according to conventional patterns. e. Use PREPOSITIONAL PHRASES. 			10	Develop a literacy identity that pro- motes lifelong learning.
		recognizing and correcting inapproprie ORDS, such as to, too, two; there, their			HOME



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

PROGRESSIONS				Recognize that text is anything that
L.3.2	L.4.2	L.5.2	1	communicates a message.
a. Capitalize appropriate words in titles. a. Demonstrate appropriate use of capitalization rules.	When writing:a. Use punctuation to separate items in a series.b. Use a comma to separate an	2	Employ, develop and refine schema to understand and create text.	
c. Use commas and quotation marks in dialogue.d. Use possessives.	 ose commos and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordi- 	 c. Use a comma to set off the words yes and no, to set off a 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Use conventional spelling for high-frequency words where suffixes are added to base words. 	 d. Consult reference materials as needed to check and cor- 	tag question from the rest of the sentence and to indicate direct address.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f. Use spelling patterns and generalizations in writing words.g. Consult reference materials	rect spellings.	 d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
as needed to check and cor- rect spellings.			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
V	IULTIDIMENSIONALITY - L.4.2		8	Engage in specialized, discipline- specific literacy practices.
Green (italic) = Compre When writing: a. Demonstrate appropriate use		AROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
 b. Use COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text. c. Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE. d. Consult reference materials as needed to check and correct spellings. 		MPOUND SENTENCE.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSIONS			1	Recognize that text is anything that
	L.3.3	L.4.3	L.5.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Choose words and phrases	a. Choose words and phrases to	a. Expand, combine and reduce	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	for effect.b. Recognize and observe differ- ences between the conven-	convey ideas precisely. b. Choose punctuation for effect.	sentences for meaning, reader/ listener interest and style.b. Compare and contrast the varie-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tions of spoken and written Standard English. Standard of the spoken and written Standard English. C. Differentiate between formal and informal discourse patterns based on context.	ties of English (e.g., dialects, reg- isters, slang) used in stories, dra- mas or poems.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N Green (italic) = Compr	AULTIDIMENSIONALITY - L.4.3 ehension Purple (bold) = Analysis N	1AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
Use knowledge of language and its conventions when writin a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.			aking, reading or listening.	9	Apply high level cognitive processes to think deeply and critically about text.
	c. Differentiate between FORMAL A	c. <i>Differentiate between</i> FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

	order to be transition ready.				Recognize that text is anything that communicates a message.
		PROGRESSIONS			,
	L.3.4 Determine or clarify the mean-	L.4.4 Determine or clarify the mean-	L.5.4 Determine or clarify the meaning of	2	Employ, develop and refine schema to understand and create text.
	ing of unknown and multiple- meaning words and phrases based on grade 3 reading and content, choosing flexibly from	ing of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from	unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	an array of strategies.a. Use sentence-level context as a clue to the meaning of	an array of strategies.a. Use context (e.g., definitions, examples or restate-	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	a word or phrase.b. Determine the meaning of the new word formed when	ments in text) as a clue to the meaning of a word or phrase.	of a word or phrase.b. Use common affixes and roots as clues to the meaning of a word.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	a known affix is added to a known word. C. Use a known root word as a	 b. Use common affixes and roots as clues to the mean- ing of a word. 	word. c. Consult print and digital refer- ence materials to find the pro-	6	Collaborate with others to create new meaning.
	clue to the meaning of an unknown word with the same root.	 Consult print and digital ref- erence materials to find the pronunciation and deter- mine or clarify the precise 	nunciation and determine or clarify the precise meaning of key words and phrases.	7	Utilize digital resources to learn and share with others.
	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning	meaning of key words and phrases. d. Acquire and use accurately	 Acquire and use accurately grade-appropriate general aca- demic and domain-specific words and phrases, including 	8	Engage in specialized, discipline- specific literacy practices.
]	of key words and phrases. e. Acquire and use accurately grade-appropriate conver- sational, general academic	grade-appropriate general academic and domain- specific words and phrases, including those that signal	those that signal contrast, addi- tion and other logical relation- ships.	9	Apply high level cognitive processes to think deeply and critically about text.
	and domain-specific words and phrases, including those that signal spatial and tem- poral relationships.	precise actions and that are basic to a particular topic.		10	Develop a literacy identity that pro- motes lifelong learning.
	porarrelationships.				HOME

MULTIDIMENSIONALITY - L.4.4

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.

- a. Use context (e.g., DEFINITIONS, EXAMPLES OR RESTATEMENTS in text) as a clue to the meaning of a word or phrase.
- b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.
- c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.
- d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL PRECISE ACTIONS and that are basic to a particular topic.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processesto think deeply and critically about text.				
10	10 Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

5. Demonstrate understanding of word relationships and nuances in word meanings.

	-		-	1	Recognize that text is anything that communicates a message.
		PROGRESSIONS			
	L.3.5 Demonstrate understanding of	L.4.5 Demonstrate understanding of	L.5.5 Demonstrate understanding of fig-	2	Employ, develop and refine schema to understand and create text.
	word relationships and nuances in word meanings.	figurative language, word rela- tionships and nuances in word meanings.	urative language, word relation- ships and nuances in word mean- ings.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	 Distinguish the literal and nonliteral meanings of words and phrases in con- text. 	 a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the 	 a. Interpret figurative language, including similes and meta- phors, in context. b. Recognize and explain the 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 b. Demonstrate understand- ing of words by relating them to their synonyms and antonyms. c. Demonstrate understanding of words by relating them to their synonyms and anto- ing among related words that describe degrees of meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and anto- nyms. 	 meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			6	Collaborate with others to create new meaning.	
	certainty.			7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.4.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			8	Engage in specialized, discipline- specific literacy practices.
]	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple SIMILES AND METAPHORS in context.			9	Apply high level cognitive processes to think deeply and critically about text.
		eaning of common IDIOMS, ADAGES of words by relating them to their S		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	Reading Foundational Skills – Grade 5	Interdisciplinary Literacy Practices	
	Print Concepts		
		1	Recognize that text is anything that communicates a message.
	No Print Concepts standard for grade 5.		Employ, develop and refine schema to understand and create text.
	Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	No Phonological Awareness standard for grade 5.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Phonics and Word Recognition	6	Collaborate with others to create new meaning.
RF.5.3	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. 		Utilize digital resources to learn and share with others.
			Engage in specialized, discipline- specific literacy practices.
	Fluency		Apply high level cognitive processes
	 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		to think deeply and critically about text.
RF.5.4			Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Reading Standards for Literature - Grade 5		Interdisciplinary Literacy Practices	
	Key Ideas and Details		,	
<u>RL.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing infer- ences from the text.	1	Recognize that text is anything that communicates a message.	
<u>RL.5.2</u>	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dra- mas, and cite relevant implicit and explicit evidence to support thinking.	2	Employ, develop and refine schema to understand and create text.	
<u>RL.5.3</u>	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.5.4</u>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.	
		-	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
<u>RL.5.5</u>	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, includ- ing but not limited to linear, nonlinear and circular structures.	5		
<u>RL.5.6</u>	L.5.6 Describe how a narrator's or speaker's perspective influences how events are described.		Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		Utilize digital resources to learn and	
<u>RL.5.7</u>	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	7	share with others.	
L			Engage in specialized, discipline-	
<u>RL.5.8</u>	(Not applicable to literature)	8	specific literacy practices.	
<u>RL.5.9</u>	RL.5.9 Compare/contrast stories in the same genre on their approaches to similar themes and topics.		Apply high level cognitive processes to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity			
<u>RL.5.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.	
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME	

	GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary	
P	1. Students will read closely to determine what the text says explicitly and to make logical infer- ences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.4.1	RL.5.1	RL.6.1		communicates a message.
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	Quote accurately from a text when explaining what the text says explicitly and when draw- ing inferences from the text.	Cite textual evidence to support anal- ysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
	from the text.	ing interences norm the text.	lext.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		MULTIDIMENSIONALITY - RL.5.	1		mational.
J	Green (italic) = Comp QUOTE ACCURATELY FROM A T ences from the text.		MAROON (CAPS) = CONTENT says explicitly and when drawing infer-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P			alyze their development; cite specific tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
		PROGRESSION			
	RL.4.2 Analyze how the theme is re-	RL.5.2 Analyze how the theme is re-	RL.6.2 Analyze how the theme is reflected in	7	Utilize digital resources to learn and share with others.
	flected, and cite relevant im- plicit and explicit evidence from the text, including but not limited to poems, stories	flected in the text, including but not limited to poems, stories and dramas, and cite relevant	the text by citing particular details and/or providing an objective sum- mary.	8	Engage in specialized, discipline- specific literacy practices.
	and dramas.	implicit and explicit evidence to support thinking.		9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.5.2			
	Analyze how the THEME is refle		MAROON (CAPS) = CONTENT limited to poems, stories and dramas,	10	Develop a literacy identity that pro- motes lifelong learning.
	and cite relevant implicit and explicit evidence to support thinking.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		4	Recognize that text is anything that
	RL.4.3	RL.5.3	RL.6.3	1	communicates a message.
	ter's thoughts, words and/or se actions, the setting or event(s) d	Compare/contrast characters, settings or events in a story or drama, using specific details to	Describe how a particular story's or drama's plot unfolds in a series of epi- sodes, and determine how the charac-	2	Employ, develop and refine schema to understand and create text.
	in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	analyze their interaction over the course of the text.	ters respond or change as the plot moves toward a resolution.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.5. prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Compare/contrast CHARACTERS their interaction over the course	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
12	 GUIDING PRINCIPLE FOR READING LITERATURE 4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. 				Collaborate with others to create new meaning.
	PROGRESSION RL.4.4 RL.5.4 RL.6.4				Utilize digital resources to learn and share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative lan-	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative and connotative meanings; analyze the impact of a spe-	8	Engage in specialized, discipline- specific literacy practices.
	guage such as metaphors and similes, and describe and ex- plain how those words and phrases shape meaning.	mythology, and analyze how those words and phrases shape meaning.	cific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro- motes lifelong learning.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to ALLU- SIONS FOUND IN MYTHOLOGY, and analyze how those words and phrases shape meaning.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

P

5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

Interdisciplinary
Literacy Practices

				Recognize that text is anything that	
PROGRESSION RL.4.5 RL.5.5 RL.6.5		1	communicates a message.		
RL.4.5	RL.5.5	RL.6.5			
Analyze the overall structure, in a text or part of the text, the author uses in poems, sto-	Analyze and explain the overall structure of poems, stories and dramas in two or more texts,	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text	2	Employ, develop and refine schema to understand and create text.	
ries and dramas, including but not limited to linear, nonlinear and circular structures.	including but not limited to line- ar, nonlinear and circular struc- tures.	and contributes to the development of the theme, setting or plot.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	MULTIDIMENSIONALITY - RL.5.5			Utilize receptive and expressive lan-	
Green (italic) = Com	prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.	
	STRUCTURE OF POEMS, STORIES AN AR, NONLINEAR AND CIRCULAR STR	ID DRAMAS IN TWO OR MORE TEXTS, RUCTURES.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create	
		shape the content and style of a text.	6	new meaning.	
	ne of them, perspective and parpose			Utilize digital resources to learn and	
PROGRESSION			7	share with others.	
RL.4.6	RL.5.6	RL.6.6		Engage in specialized, discipline-	
Compare/contrast the point of view of first and third person	speaker's perspective influences	Explain how an author develops the perspective of the narrator or speaker	8	specific literacy practices.	
narrators and the effect they have on the reader.	how events are described.	in a text.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.5.6	6			
Green (italic) = Com		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.	
Describe how a narrator's or sp	eaker's PERSPECTIVE influences how	w events are described.		HOME	

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
P	 Students will integrate and ev media and formats. 	aluate content presented in print/r	non-print forms of text found in diverse		Literacy Practices
	-	PROGRESSION		1	Recognize that text is anything that
	RL.4.7	RL.5.7	RL.6.7		communicates a message.
	Make connections between the text of a story or drama and a visual or oral presenta-	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visual/oral presenta- tion.	2	Employ, develop and refine schema to understand and create text.
	tion, including making connec- tions with what they "see" and "hear" when reading the text to what they perceive	print texts.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	when they listen or watch.	MULTIDIMENSIONALITY - RL.5.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how VISUAL AND MULTIMEDIA ELEMENTS contribute to the meaning or tone of non-print texts.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	ERATURE	6	Collaborate with others to create new meaning.
P	8. Students will delineate and evalidity, reasoning, relevance and	nd sufficiency.	ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			France in an exclused discipline
	RL.4.8 (Not applicable to literature)	RL.5.8 (Not applicable to literature)	RL.6.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RL.5.	8 MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	(Not applicable to literature)				HOME

	GUIDING	PRINCIPLE FOR READING LITER	TURE		Interdisciplinary
P	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that	
	RL.4.9	RL.5.9	RL.6.9	1	communicates a message.
	Compare/contrast themes, top- ics and patterns of events in sto- ries, myths and traditional litera- ture from different cultures.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	2	Employ, develop and refine schema to understand and create text.
					View literacy experiences as transac-
	M Green (italic) = Comprel	ULTIDIMENSIONALITY - RL.5.9 hension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
	Compare/contrast STORIES IN THE				Utilize receptive and expressive lan-
		SAME GENRE ON THEIR approaches	to similar memes and tories.	4	guage arts to better understand self, others and the world.
	GUIDING	PRINCIPLE FOR READING LITERA	ATURE		Apply strategic practices, with
P	10. Students will read, comprehen	d and analyze complex literary text	s independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION				Collaborate with others to create
	RL.4.10 By the end of the year, flexibly	RL.5.10 By the end of the year, flexibly	RL.6.10 By the end of the year, flexibly use a	6	new meaning.
	use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn-	7	Utilize digital resources to learn and share with others.
	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level ap-	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade-	thesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex literary	8	Engage in specialized, discipline- specific literacy practices.
	propriate, complex literary texts independently and proficiently.	level appropriate, complex liter- ary texts independently and proficiently.	texts independently and proficient- ly.	9	Apply high level cognitive processes to think deeply and critically about text.
		ULTIDIMENSIONALITY - RL10			
	Green (italic) = Comprel By the end of the year, flexibly use visualizing, inferencing, summarizin	a variety of comprehension strateg	gies (i.e., questioning, monitoring,	10	Develop a literacy identity that pro- motes lifelong learning.
P*			X LITERARY TEXTS independently and		HOME

	Reading Standards for Informational Text - Grade 5		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing infer- ences from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.5.2</u>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	2	Employ, develop and refine schema to understand and create text.
<u>RI.5.3</u>	Explain the relationships or interactions between individuals, events, ideas or concepts in a histori- cal, scientific or technical text based on specific information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.5.4</u>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.5.5</u>	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.5.6</u>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.5.7</u>	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7	Utilize digital resources to learn and share with others.
<u>RI.5.8</u>	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.5.9</u>	Integrate information from several texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.5.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

GUIDING	PRINCIPLE READING INFORMAT	IONAL TEXT		Interdisciplinary
1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.4.1	RI.5.1	RI.6.1		communicates a message.
Refer to details and examples in a text when explaining what the text says explicitly	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support anal- ysis of what the text says explicitly as well as inferences drawn from the	2	Employ, develop and refine schema to understand and create text.
and when drawing inferences from the text.	ing inferences from the text.	text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.5.: prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan guage arts to better understand sel others and the world.
QUOTE ACCURATELY FROM A T ences from the text.	EXT when <i>explaining</i> what the text	says explicitly and when drawing infer-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
• 2. Students will determine cent		ATIONAL TEXT development; cite specific textual evi- upport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	PROGRESSION		7	Utilize digital resources to learn and
RI.4.2	RI.5.2	RI.6.2		share with others.
Analyze how the central ideas are reflected in a text, and cite relevant implicit and ex-	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	Analyze how the central ideas are re- flected in the text by citing particular details and/or providing an objective	8	Engage in specialized, discipline- specific literacy practices.
plicit evidence from the text.	evidence to support thinking.	summary.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY			Develop a literacy identity that pro-
Green (italic) = Com		MAROON (CAPS) = CONTENT	10	motes lifelong learning.
support thinking.	to are reflected in a text, and <i>Cite</i> r	elevant implicit and explicit evidence to		HOME

GUIDING PRINCIPLE READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RI.4.3	RI.5.3	RI.6.3		communicates a message.
	Explain the individuals, events, procedures, ideas or concepts in a historical, scien-Explain the relationships or in- teractions between individuals, events, ideas or concepts in aAnalyze in detail how an author devel- ops a key individual, event or idea over the course of a text.		2	Employ, develop and refine schema to understand and create text.	
	tific or technical text, includ- ing what happened and why, based on specific information over the course of a text.	historical, scientific or technical text based on specific infor- mation over the course of a text.		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		MULTIDIMENSIONALITY RI.5.3	3		Utilize receptive and expressive lan
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se others and the world.
]]		ractions between INDIVIDUALS, EVE TEXT based on specific information	ENTS, IDEAS OR CONCEPTS IN A HISTORI- over the course of a text.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	GUIDING	PRINCIPLE READING INFORMAT			
	4. Students will interpret words	and phrases as they are used in a t	ext, including determining technical,	6	Collaborate with others to create new meaning.
•	4. Students will interpret words	and phrases as they are used in a t nings, and analyze how specific wo	ext, including determining technical,		
	4. Students will interpret words	and phrases as they are used in a t	ext, including determining technical,	6 7	new meaning.
	 4. Students will interpret words connotative and figurative mean RI.4.4 Determine the meaning of general academic and domain 	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION RI.5.4 Determine the meaning of gen- eral academic and domain-	rext, including determining technical, rd choices shape meaning or tone. RI.6.4 Determine the meaning of words and phrases as they are used in a text, in-		new meaning. Utilize digital resources to learn an
	 4. Students will interpret words connotative and figurative mean RI.4.4 Determine the meaning of 	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION RI.5.4 Determine the meaning of gen-	rext, including determining technical, rd choices shape meaning or tone. RI.6.4 Determine the meaning of words and	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-
	4. Students will interpret words connotative and figurative mean RI.4.4 RI.4.4 Determine the meaning of general academic and domain -specific words or phrases in a grade-level text, and describe and explain how those words	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION RI.5.4 Determine the meaning of gen- eral academic and domain- specific words or phrases in a grade-level text, and analyze how those words and phrases	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7 8 9	new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processe to think deeply and critically about text.
	4. Students will interpret words connotative and figurative mean RI.4.4 Determine the meaning of general academic and domain -specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION RI.5.4 Determine the meaning of gen- eral academic and domain- specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	RI.6.4 Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and technical meanings; analyze the im- pact of a specific word choice on meaning and tone.	7 8	new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

GUIDING PRINCIPLE READING INFORMATIONAL TEXT



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		PROGRESSION		1	Recognize that text is anything that
	RI.4.5	RI.5.5	RI.6.5	-	communicates a message.
	Describe the overall structure, in a text or part of the text, the author uses to organize	Compare/contrast the overall structure of events, ideas, con- cepts or information in two or	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and con-	2	Employ, develop and refine schema to understand and create text.
	the events, ideas, concepts or information.	more texts.	tributes to the development of the ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.5.5 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Compare/contrast the overall S TEXTS.	TRUCTURE of events, ideas, concep	ts or information in TWO OR MORE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PRINCIPLE READING INFORMATI	ONAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	6. Students will analyze now por	PROGRESSION		7	Utilize digital resources to learn and share with others.
	RI.4.6	RI.5.6	RI.6.6		
	Compare/contrast a firsthand and secondhand account of	Analyze multiple accounts of the same event or topic, noting	Determine an author's perspective and purpose in a text, and explain	8	Engage in specialized, discipline- specific literacy practices.
•	the same event or topic.	important similarities and differences in the perspective they represent.	how it is conveyed in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.5.6			Develop a literacy identity that pro
		orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT mportant similarities and differences in	10	Develop a literacy identity that pro- motes lifelong learning.
	the PERSPECTIVE they represen		inportant similarities and unierences in		HOME

	GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT		Interdisciplinary
2	 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. 				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that	
	RI.4.7	RI.5.7	RI.6.7	-	communicates a message.
	Interpret information present- ed in print and non-print for- mats and explain how the in- formation contributes to an	Analyze information from multi- ple print and non-print formats, demonstrating the ability to locate an answer to a question	Integrate information presented in print and non-print formats to devel- op a coherent understanding of a top- ic or issue.	2	Employ, develop and refine schema to understand and create text.
	understanding of the text in which it appears.	quickly or to solve a problem efficiently.	ic of issue.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.5.7	1		Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			4	guage arts to better understand self, others and the world.
		or to solve a problem efficiently.	IATS, demonstrating the ability to locate	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE READING INFORMATIONAL TEXT			6	Collaborate with others to create new meaning.
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the				
	validity, reasoning, relevance ar				5
		PROGRESSION		7	Utilize digital resources to learn and
	RI.4.8	RI.5.8	RI.6.8		share with others.
	reasons and evidence to sup- sons and evidence to support and		Identify and evaluate the argument and specific claims in a text, distin- guishing claims that are supported by	8	Engage in specialized, discipline- specific literacy practices.
	thor makes in a text.	tifying which reasons and evi- dence support which claim(s).	reasons and evidence from unsup- ported claims.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.5.8	3		l
		SONS and EVIDENCE to support pa	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	which REASONS and EVIDENCES		in a text, identifying		HOME

	PRINCIPLE READING INFORMATIC o or more texts address similar them ne approaches the authors take.			Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.4.9	RI.5.9	RI.6.9		communicates a message.
Integrate information from two or more texts on the same theme or topic.	Integrate information from sev- eral texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	2	Employ, develop and refine schema to understand and create text.
Green (italic) = Comp		MAROON (CAPS) = CONTENT	3	View literacy experiences as transactional, interdisciplinary and transformational.
	RAL TEXTS ON THE SAME THEME OF		4	Utilize receptive and expressive lan- guage arts to better understand sel others and the world.
Students will read, comprehendIy.		onal texts independently and proficient-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
RI.4.10	PROGRESSION RI.4.10 RI.5.10 RI.6.10			
By the end of the year, flexi- bly use a variety of compre-	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a variety of comprehension strategies	6	Collaborate with others to create new meaning.
hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing,	hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, compre-strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, determin- ing importance) to read, compre-(i.e., que izing, inferenc- izing, inferenc- ing, summarizing, synthesizing, using prior knowledge, determin- ing importance) to read, compre-	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de-	7	Utilize digital resources to learn and share with others.
knowledge, determining im-		termining importance) to read, com- prehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.
appropriate, complex infor- mational texts independently and proficiently.	tional texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.10			
By the end of the year, flexibly u	· · · ·	MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, vis- lge, determining importance) to read ,	10	Develop a literacy identity that pro- motes lifelong learning.
		FORMATIONAL TEXTS independently		HOME

Composition – Grade 5

Text Types and Purposes

<u>C.5.1</u>

<u>C.5.2</u>

	1	Recogi
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	1	comm
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Emplo to und
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which 	3	View li tional, matior
 c. Provide logically ordered reasons that are supported by facts and details. d. Use grade-appropriate transitions. 	4	Utilize guage others
 e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 	5	Apply s scaffol to app
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	6	Collabo new m
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	7	Utilize share
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. 	8	Engage specifi
 C. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. 	9	Apply to thin text.
 f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by 	10	Develo motes
planning, revising, editing, rewriting or trying a new approach.		[

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Composition – Grade 5

<u>C.5.3</u>

<u>C.5.4</u>

<u>C.5.5</u>

<u>C.5.6</u>

<u>C.5.7</u>

Text Types and Purposes		Recognize that text is anything that
Compose narratives, using writing and digital resources, to develop real or imagined experiences or mul- tiple events or ideas, using effective technique, descriptive details and clear sequences.	1	communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> ry writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. 		Utilize receptive and expressive lan-
c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	4	guage arts to better understand self, others and the world.
d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.		Apply strategic practices, with
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	5	scaffolding and then independently, to approach new literacy tasks.
f. Provide a conclusion that follows the narrated experiences or events.		
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
Production and Distribution		
With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7	Utilize digital resources to learn and share with others.
Research to Build and Present Knowledge		Engage in specialized, discipline-
Conduct short research projects that use several sources to build knowledge through investigation of	8	specific literacy practices.
different aspects of a topic.		Apply high level cognitive processes
Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and	9	to think deeply and critically about text.
provide a list of sources.		Develop a literacy identity that pro-
Range of Writing	10	motes lifelong learning.
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

PROGRESSION C.6.1 C.4.1 C.5.1 Compose opinions, using Compose opinion pieces, using Compose arguments to supp writing and digital resources, writing and digital resources, on claims with clear reasons and on topics or texts, supporting topics or texts, supporting the vant evidence. an author's perspective with writer's perspective with reasons reasons and information. and information. (NOTE: Students must have the (NOTE: Students must have the opportunity throughout the opportunity throughout the year to utilize digital resources, but vear to utilize digital resources, not every writing experience but not every writing experimust utilize those digital reence must utilize those digital sources.) resources.) a. Produce clear and coher Produce clear and coherent a. Produce clear and coherent a. writing in which the developwriting in which the deve writing in which the develment, organization and ment and organization are opment and organization appropriate to task, pur appropriate to task, purpose are appropriate to task, and audience. purpose and audience. and audience. b. Introduce a topic or text b. Introduce a topic or text b. Introduce claim(s), and o clearly, state an opinion and the reasons and evidence clearly, state an opinion, create an organizational ly. and create an organizational structure in which relatstructure in which ideas are logically grouped to support ed ideas are grouped to the writer's purpose. support the writer's purpose. c. Provide reasons that are c. Support claim(s) with cle c. Provide logically ordered supported by facts and desons and relevant evider reasons that are supported tails. by facts and details. ing credible sources, acknowledge opposing c and demonstrating an u standing of the topic or

	1	Recognize that text is anything that communicates a message.
port nd rele-	2	Employ, develop and refine schema to understand and create text.
	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
rent velop-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
style are pose	6	Collaborate with others to create new meaning.
organize ce clear-	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
ear rea- ence, us-	9	Apply high level cognitive processes to think deeply and critically about text.
claims under- text.	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

	PROGRESSION			Interdisciplinary
C.4.1	C.5.1	C.6.1		Literacy Practices
d. Use grade-appropriate transitions.	d. Use grade-appropriate tran- sitions.	 Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 	1	Recognize that text is anything that communicates a message.
		e. Establish and maintain a formal style.	2	Employ, develop and refine schema to understand and create text.
e. Provide a concluding section.	e. Provide a concluding section.	 Provide a concluding statement or section that follows from the 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		argument presented.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
port from peers and adults, develop and	f. With guidance and support from peers and adults, devel- op and strengthen writing as	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
strengthen writing as needed by planning, re- vising, editing and re-	needed by planning, revising, editing, rewriting or trying a new approach.	writing of trying a new approach.	6	Collaborate with others to create new meaning.
writing.			7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.5.1 Interdisciplinary Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT **Literacy Practices** Recognize that text is anything that Compose OPINION PIECES, using writing and digital resources, on topics or texts, supporting the writer's 1 communicates a message. perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every Employ, develop and refine schema 2 writing experience must utilize those digital resources.) to understand and create text. a. Produce clear and coherent writing in which the development and organization are appropriate to View literacy experiences as transactask, purpose and audience. 3 tional, interdisciplinary and transforb. Introduce a topic or text clearly, state an opinion and create an organizational structure in which idemational. as are logically grouped to support the writer's purpose. Utilize receptive and expressive lan-4 guage arts to better understand self, c. Provide logically ordered reasons that are supported by facts and details. others and the world. d. Use grade-appropriate TRANSITIONS. Apply strategic practices, with e. Provide a concluding section. 5 scaffolding and then independently, to approach new literacy tasks. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach. Collaborate with others to create 6 new meaning. Utilize digital resources to learn and 7 share with others. Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. Develop a literacy identity that pro-10 motes lifelong learning. HOME

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Interdisciplinary Literacy Practices

				Recognize that text is anything that
	PROGRESSION		1	communicates a message.
C.4.2 Compose informative and/or explanatory texts, using	C.5.2 Compose informative and/or ex- planatory texts, using writing and	C.6.2 Compose informative and/or ex- planatory texts to examine a topic	2	Employ, develop and refine schema to understand and create text.
writing and digital resources, to examine a topic and convey ideas and information clearly.	digital resources, to examine a topic and convey ideas and infor- mation clearly.	and convey ideas, concepts and information through the selection, organization and analysis of rele- vant content.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital re-	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
sources, but not <u>every</u> writing experience must utilize those digital resources.)	<u>every</u> writing experience must utilize those digital resources.)		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
a. Produce clear and coher- ent writing in which the development and organi-	 Produce clear and coherent writing in which the develop- ment and organization are appropriate to task, purpose 	 a. Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	6	Collaborate with others to create new meaning.
zation are appropriate to task, purpose and audi- ence.	and audience.	pose and audience.	7	Utilize digital resources to learn and share with others.
 b. Introduce a topic clearly, and group related infor- mation in paragraphs and 	 b. Introduce a topic clearly, pro- vide a general observation and focus and group related 	 b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and infor- 	8	Engage in specialized, discipline- specific literacy practices.
sections; include for- matting, illustrations and multimedia when useful to aiding comprehension.	information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.	mation, using strategies such as definition, classification, comparison/contrast and cause/effect; include for- matting, graphics and multi	9	Apply high level cognitive processes to think deeply and critically about text.
		matting, graphics and multi- media when useful to aiding comprehension.		Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION				Interdisciplinary
C.4.2	C.5.2		C.6.2		• •
 Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. 	 Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic. 	C.	Develop the topic with rele- vant facts, definitions, con- crete details, quotations or other information and exam- ples.	1	Literacy Practices Recognize that text is anything that communicates a message.
d. Use grade-appropriate con-	d. Use grade-appropriate con-	d.	Use appropriate transitions to	2	Employ, develop and refine schema to understand and create text.
junctions to develop text structure within sentences.	junctions to develop text structure within sentences.		clarify the relationships among ideas and concepts.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 e. Use grade-appropriate tran- sitions to develop text structure across paragraphs. 	e. Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.	e.	Use precise language and do- main-specific vocabulary to inform about or explain the topic.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 f. Use precise language and domain-specific vocabulary to inform about or explain 	 f. Use precise language and domain-specific vocabulary to inform about or explain 	f.	Establish and maintain a for- mal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
the topic.	the topic.			6	Collaborate with others to create new meaning.
g. Provide a concluding section.	g. Provide a concluding section.	g.	Provide a concluding state- ment or section that follows from the information or expla- nation presented.	7	Utilize digital resources to learn and share with others.
 With guidance and support from peers and adults, de- 	h. With guidance and support	h.	With some guidance, develop	8	Engage in specialized, discipline- specific literacy practices.
velop and strengthen writing as needed by plan ning, revising, editing and rewriting.	from peers and adults, devel- op and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audi-	9	Apply high level cognitive processes to think deeply and critically about text.
			ence have been addressed.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.5.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, **to examine a topic and convey ideas and** *information* **clearly**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- **c. Develop the topic** with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.
- e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.
- f. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- g. Provide a concluding section.
- h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

Interdisciplinary **Literacy Practices** Recognize that text is anything that 1 communicates a message. Employ, develop and refine schema 2 to understand and create text. View literacy experiences as transac-3 tional, interdisciplinary and transformational. Utilize receptive and expressive lan-4 guage arts to better understand self, others and the world. Apply strategic practices, with 5 scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create 6 new meaning. Utilize digital resources to learn and 7 share with others. Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. Develop a literacy identity that pro-10

motes lifelong learning.

HOME

2

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

nique, weil-chosen details and weil-structured event sequences.				Recognize that text is anything that
	PROGRESSION		1	communicates a message.
C.4.3	C.5.3	C.6.3		Employ, develop and refine schema
Compose narratives, using writing and digital resources, to	Compose narratives, using writing and digital resources, to develop	Compose narratives to develop real or imagined experiences or	2	to understand and create text.
develop real or imagined experi- ences or multiple events or ideas,	real or imagined experiences or multiple events or ideas, using	multiple events, memories, or ideas using effective technique,	3	View literacy experiences as transac-
using effective technique, descrip- tive details and clear sequences.	effective technique, descriptive details and clear sequences.	relevant descriptive details and well-structured event sequenc-	5	tional, interdisciplinary and transfor- mational.
		es.		Utilize receptive and expressive lan-
(NOTE: Students must have the	(NOTE: Students must have the		4	guage arts to better understand self, others and the world.
opportunity throughout the year to utilize digital resources, but not	opportunity throughout the year to utilize digital resources, but not			Apply strategic practices, with
<u>every</u> writing experience must utilize those digital resources.)	<u>every</u> writing experience must utilize those digital resources.)		5	scaffolding and then independently, to approach new literacy tasks.
a. Produce clear and coherent writing in which the develop-	a. Produce clear and coherent writing in which the develop-	 Produce clear and coherent writing in which the devel- 	6	Collaborate with others to create new meaning.
ment and organization are appropriate to task, purpose and audience.	ment and organization are appropriate to task, purpose and audience.	opment, organization and style are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
b. Orient the reader by estab- lishing a situation and intro-	b. Orient the reader by estab- lishing a situation and intro-	b. Engage the reader by estab- lishing a context and intro-	8	Engage in specialized, discipline- specific literacy practices.
ducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular struc- ture.	ducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular struc- ture.	ducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION			Interdisciplinary
C.4.3	C.5.3	C.6.3		
 Use dialogue and de- scription to develop ex- periences and events or show the responses of 	 c. Use narrative techniques, such as dialogue, description and pacing, to develop expe- riences and events or show 	 c. Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or characters. 	1	Literacy Practices Recognize that text is anything that communicates a message.
characters to situations.	the responses of characters to situations.		2	Employ, develop and refine schema to understand and create text.
d. Use a variety of conjunc- tions and transitional words and phrases to	 d. Use a variety of conjunctions and transitional words, phrases and clauses to man- age the sequence of events. 	 Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
manage the sequence of events.e. Use concrete words and	e. Use concrete words and	e. Use precise words and phrases,	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
phrases and sensory de- tails to convey experi- ences and events pre-	phrases and sensory details to convey experiences and events precisely.	relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
cisely. f. Provide a conclusion that follows the narrat-	 f. Provide a conclusion that follows the narrated experi- 	 f. Provide a conclusion that follows from the narrated experiences or 	6	Collaborate with others to create new meaning.
ed experiences or events.	ences or events.	events.	7	Utilize digital resources to learn and share with others.
 g. With guidance and sup- port from peers and adults, develop and 	 g. With guidance and support from peers and adults, develop and strengthen writing as 	 g. With guidance, develop and strengthen writing as needed by planning, revising, editing, re- 	8	Engage in specialized, discipline- specific literacy practices.
strengthen writing as needed by planning, re- vising, editing and re-	needed by planning, revising, editing, rewriting or trying a new approach.	writing or trying a new approach.	9	Apply high level cognitive processes to think deeply and critically about text.
writing.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.5.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES, using writing and digital resources, **to develop real or imagined** *experiences or multiple events or ideas* **using effective technique, descriptive details and clear sequences**.

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- **b.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- **c.** Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- *d.* Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
- e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f. Provide a conclusion that follows the narrated experiences or events.
- g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

	Interdisciplinary
_	Literacy Practices
1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Intordisciplinar

• **4.** Students will se digital resources to create and publish products as well as to interact and collaborate with others.

		PROGRESSION		1	Recognize that text is anything that
	C.4.4	C.5.4	C.6.4	-	communicates a message.
	With some guidance and sup- port from adults, use digital re- sources to create and publish	With limited guidance and sup- port from adults, use digital re- sources to create and publish	Use digital resources to create and publish products as well as to in- teract and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.	cite sources using MLA or APA for- mat.	3	View literacy experiences as transa- tional, interdisciplinary and transfo mational.
	٦	MULTIDIMENSIONALITY - C.5.4			Utilize receptive and expressive lan
		rehension Purple (bold) = Analysis N rt from adults, use DIGITAL RESOUR		4	guage arts to better understand self others and the world.
	as well as to interact and collabo			5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	GUID	ING PRINCIPLE FOR COMPOSITIC)N		
		well as more sustained research pro		6	Collaborate with others to create new meaning.
	5. Students will conduct short as demonstrating understanding of	the subject under investigation.			new meaning.
	demonstrating understanding of	the subject under investigation. PROGRESSION	jects based on focused questions,	6 7	new meaning.
	demonstrating understanding of C.4.5 Conduct short research pro- jects that build knowledge	the subject under investigation. PROGRESSION C.5.5 Conduct short research projects that use several sources to build	jects based on focused questions, C.6.5 Conduct short research projects to answer a question, drawing on sev-		new meaning. Utilize digital resources to learn and
~	demonstrating understanding of C.4.5 Conduct short research pro-	the subject under investigation. PROGRESSION C.5.5 Conduct short research projects	jects based on focused questions, C.6.5 Conduct short research projects to	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices.
	C.4.5 Conduct short research pro- jects that build knowledge through investigation of different aspects of a topic.	the subject under investigation. PROGRESSION C.5.5 Conduct short research projects that use several sources to build knowledge through investigation	jects based on focused questions, C.6.5 Conduct short research projects to answer a question, drawing on sev-	7 8	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	C.4.5 Conduct short research projects that build knowledge through investigation of different aspects of a topic. Green (italic) = Compression	the subject under investigation. PROGRESSION C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. MULTIDIMENSIONALITY - C.5.5 ehension Purple (bold) = Analysis M	iects based on focused questions, C.6.5 Conduct short research projects to answer a question, drawing on sev- eral sources.	7 8	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

2

6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

search while avoiding plagiarism.					Recognize that text is anything that
		PROGRESSION		L	communicates a message.
	C.4.6	C.5.6	C.6.6		Employ, develop and refine schema
	Summarize relevant infor- mation from experiences, or	Summarize relevant information from experiences, or gather rele-	Gather relevant information from multiple print and digital sources;	2	to understand and create text.
-	gather relevant information from various print and digital sources; take notes, catego- rize information and provide	vant information from multiple print and digital sources; summa- rize or paraphrase applicable infor- mation in notes and finished work,	assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase da- ta and conclusions of others,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	a list of sources.	and provide a list of sources.	avoiding plagiarism by providing in -text and bibliographic MLA or APA citation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.5.6			Apply strategic practices, with
ſŢ	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; SUMMARIZE OR PARAPHRASE applicable information in notes and finished work, and pro-				scaffolding and then independently, to approach new literacy tasks.
	vide a list of sources.			6	Collaborate with others to create new meaning.
		IDING PRINCIPLE FOR COMPOSITIO nely over extended and shorter time fra		7	Utilize digital resources to learn and
	and audiences.			,	share with others.
		PROGRESSION			Engage in specialized, discipline-
	C.4.7	C.5.7	C.6.7	8	specific literacy practices.
/	extended time frames and shorter time frames for a	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.5.7			Develop a literacy identity that pro-
	Green (italic) = Con	nprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
	Compose routinely over extendand audiences.	ded time frames and shorter time fran	nes for a variety of tasks, purposes		HOME

	Language – Grade 5		Interdisciplinary Literacy Practices
	Conventions of Standard English		
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	1	Recognize that text is anything that communicates a message.
<u>L.5.1</u>	a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.b. Use the perfect verb tenses.c. Use verb tense to convey various times, sequences, states and conditions.	2	Employ, develop and refine schema to understand and create text.
	d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.e. Use correlative conjunctions.When writing:	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.5.2</u>	a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	d. Use underlining, quotation marks or italics to indicate titles of works.e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Knowledge of Language		
<u>L.5.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas 	6	Collaborate with others to create new meaning.
	or poems.		Utilize digital resources to learn and
	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	7	share with others.
	 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 	8	Engage in specialized, discipline- specific literacy practices.
<u>L.5.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and 	9	Apply high level cognitive processes to think deeply and critically about text.
	phrases, including those that signal contrast, addition and other logical relationships.	<u> </u>	
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
<u>L.5.5</u>	 b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms. 		НОМЕ



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	PROGRESSION				Recognize that text is anything that
	L.4.1	L.5.1	L.6.1	1	communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	 In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, includ- ing but not limited to subjective 	2	Employ, develop and refine schema to understand and create text.
	a. Use relative pronouns and relative adverbs.b. Use the progressive verb	a. Explain the function of con- junctions, prepositions and interjections in a grade-level	 ing but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappro- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	tenses.c. Use modal auxiliaries to convey various conditions, such	text.b. Use the perfect verb tenses.c. Use verb tense to convey	priate shifts in pronoun number and person.c. Recognize variations from	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 as can, may, and must. d. Order adjectives within sentences according to conventional patterns. 	 various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting 	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Use prepositional phrases.f. Produce complete sentences, recognizing and cor-	inappropriate shifts in verb tense.e. Use correlative conjunctions.		6	Collaborate with others to create new meaning.
	recting inappropriate frag- ments and run-ons.			7	Utilize digital resources to learn and share with others.
	g. Use frequently confused words, such as: to, too, two; there, their, they're.			8	Engage in specialized, discipline- specific literacy practices.
		IULTIDIMENSIONALITY - L.5.1	AROON (CAPS) = CONTENT		Apply high level cognitive processes
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing or speaking, demonstrate command of the conventions of Standard English grammar and usage.			9	to think deeply and critically about text.
D	 a. <i>Explain the function of</i> CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS in a GRADE-LEVEL TEXT. b. <i>Use</i> the PERFECT VERB TENSES. c. <i>Use</i> VERB TENSE to convey various times, sequences, states and conditions. 			10	Develop a literacy identity that pro- motes lifelong learning.
	d. <i>Produce</i> COMPLETE SENTENCE e. <i>Use</i> CORRELATIVE CONJUNCT	ES recognizing and correcting inappro IONS.	opriate shifts in verb tense.		HOME

P

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

		PROGRESSION			Recognize that text is anything that
	L.4.2	L.5.2	L.6.2	1	communicates a message.
	When writing: a. Demonstrate appropriate use of capitalization rules.	When writing:a. Use punctuation to separate items in a series.	When writing:a. Demonstrate appropriate use of punctuation (commas, pa-	2	Employ, develop and refine schema to understand and create text.
	 Use commas and quotation marks to indicate direct speech and quotations for a text. 	b. Use a comma to separate an introductory element from the rest of the sentence.c. Use a comma to set off the	 rentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan-
	 C. Use a comma before a coor- dinating conjunction in a compound sentence. 	words yes and no, to set off a tag question from the rest of the sentence and to indi-	correct spelling errors.	4	guage arts to better understand self, others and the world.
	d. Consult reference materials as needed to check and cor- rect spellings.	cate direct address. d. Use underlining, quotation marks or italics to indicate		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		titles of works. e. Use strategies and resources (print and electronic) to		6	Collaborate with others to create new meaning.
		identify and correct spelling errors.		7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.5.2 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
-	When writing: a. Use PUNCTUATION TO SEPARA b. Use a COMMA TO SEPARATE A	ATE ITEMS IN A SERIES. AN INTRODUCTORY ELEMENT FROM	THE REST OF THE SENTENCE.	9	Apply high level cognitive processes to think deeply and critically about text.
P	OF THE SENTENCE AND TO INI	E WORDS YES AND NO, TO SET OFF DICATE DIRECT ADDRESS. ON MARKS OR ITALICS TO INDICATE		10	Develop a literacy identity that pro- motes lifelong learning.
	e. Use strategies and resources (print and electronic) to identify and	correct spelling errors.		HOME

P

3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

		PROGRESSION			1	Recognize that text is anything that communicates a message.
	L.4.3	L.5.3		L.6.3		ç
	Use knowledge of language and its conventions when writing,	Use knowledge of language and its conventions when writing,	со	e knowledge of language and its nventions when writing, speak-	2	Employ, develop and refine schema to understand and create text.
	speaking, reading or listening. a. Choose words and phrases	speaking, reading or listening. a. Expand, combine and re-	ing a.	g, reading or listening. Vary sentence patterns for	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	to convey ideas precisely.	duce sentences for meaning,		meaning, reader/listener inter-		Utilize receptive and expressive lan-
	 b. Choose punctuation for effect. 	reader/listener interest and style.		est and style.	4	guage arts to better understand self, others and the world.
	c. Differentiate between for- mal and informal discourse	 b. Compare and contrast the varieties of English (e.g., dia- 	b.	Maintain consistency in style and tone.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	patterns based on context.	lects, registers, slang) used in stories, dramas or poems.			6	Collaborate with others to create new meaning.
	Γ	ULTIDIMENSIONALITY - L.5.3			7	Utilize digital resources to learn and share with others.
		ehension Purple (bold) = Analysis M			8	Engage in specialized, discipline- specific literacy practices.
		s conventions when writing, speakin				Apply high level cognitive processes
٦	a. Expand, combine and reduce	sentences for meaning, reader/list	ener	r interest and style.	9	to think deeply and critically about
	b. Compare and contrast the VA	RIETIES OF ENGLISH (e.g., dialects, r	egis	ters, slang) used in stories, dra-		text.
	mas or poems.				10	Develop a literacy identity that pro- motes lifelong learning.
						HOME

Interdisciplinary

Literacy Practices

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4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for readin	g, writing, speaking and listening in	1	Recognize that text is anything that
order to be transition ready.	PROGRESSION		-	communicates a message.
L.4.4 Determine or clarify the mean-	L.5.4 Determine or clarify the mean-	L.6.4 Determine or clarify the meaning of	2	Employ, develop and refine schema to understand and create text.
ing of unknown and multiple- meaning words and phrases based on grade 4 reading and	ing of unknown and multiple- meaning words and phrases based on grade 5 reading and	unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
content, choosing flexibly from an array of strategies.	content, choosing flexibly from an array of strategies.	flexibly from an array of strategies. a. Use context (e.g., the overall	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 Use context (e.g., defini- tions, examples or restate- ments in text) as a clue to the meaning of a word or 	 a. Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a 	meaning of a sentence or para- graph; a word's position or function in a sentence) as a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
phrase.	word or phrase.	clue to the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
 Use common affixes and roots as clues to the mean- ing of a word. 	 b. Use common affixes and roots as clues to the mean- ing of a word. 	 Use Greek and Latin affixes and roots as clues to the meaning of a word. 	7	Utilize digital resources to learn and share with others.
b. Consult print and digital ref-	c. Consult print and digital ref-	c. Consult print and digital refer-	8	Engage in specialized, discipline- specific literacy practices.
erence materials to find the pronunciation, and deter- mine or clarity the precise meaning of key words and	erence materials to find the pronunciation and deter- mine or clarity the precise meaning of key words and	ence materials to find the pro- nunciation and determine or clarity the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
phrases.	phrases.		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

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	PROGRESSION				Recognize that text is anything that
	L.4.5	L.5.5	L.6.5	1	communicates a message.
	Demonstrate understanding of, figurative language, word rela- tionships and nuances in word	Demonstrate understanding of figurative language, word rela-tionships and nuances in word	Demonstrate understanding of fig- urative language, word relation- ships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	meanings. a. Explain the meaning of sim- ple similes and metaphors in	meanings. a. Interpret figurative lan- guage, including similes and	ings. a. Interpret figurative language, including but not limited to	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
1	context. b. Recognize and explain the	metaphors, in context. b. Recognize and explain the	personification, in context. b. Use the relationship between	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	meaning of common idioms, adages and proverbs.c. Demonstrate understanding	meaning of common idioms, adages and proverbs. C. Demonstrate understanding	particular words to better un- derstand each of the words.c. Distinguish among the conno-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	of words by relating them to their synonyms and anto- nyms.	of words by relating them to their synonyms and anto- nyms.	tations of words with similar denotations.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		//ULTIDIMENSIONALITY - L.5.5 ehension Purple (bold) = Analysis	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	Demonstrate understanding of fig a. Interpret figurative language,	9	Apply high level cognitive processes to think deeply and critically about text.		
	 b. <i>Recognize</i> and explain the meaning of common IDIOMS, ADAGES, AND PROVERBS. c. Demonstrate understanding of words by relating them to their SYNONYMS and ANTONYMS. 		10	Develop a literacy identity that pro- motes lifelong learning.	
					HOME

		PROGRESSION			Interdisciplinary
	L.4.4	L.5.4	L.6.4		
~	 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, 	 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including 	 Acquire and use accurately grade-appropriate general aca- demic and domain-specific words and phrases; gather vo- 	1	Literacy Practices Recognize that text is anything that communicates a message.
	including those that signal precise actions and that are basic to a particular topic.	those that signal contrast, addition and other logical relationships.	cabulary knowledge when con- sidering a word or phrase im- portant to comprehension or	2	Employ, develop and refine schema to understand and create text.
			expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	۲ Green (italic) = Compr	MULTIDIMENSIONALITY - L.5.4 ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ing and content, choosing flexibly	f unknown and multiple-meaning word from an array of strategies. CT RELATIONSHIPS AND COMPARISON		6	Collaborate with others to create new meaning.
ſ	a word or phrase.	OTS as clues to the meaning of a word		7	Utilize digital resources to learn and share with others.
	meaning of key words and phro	nce materials to find the pronunciation ases. ADE-APPROPRIATE GENERAL ACADEM		8	Engage in specialized, discipline- specific literacy practices.
		T SIGNAL CONTRAST, ADDITION AND O		9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

Kentucky Academic Standards for Reading and Writing: Grade 6-8 Overview

READING (RL AND RI)

K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. To meet this expectation for grades 6-8, students must read from a range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By thinking critically and analytically, students begin to reflect on themselves and the world around them. Through independent and flexible use of cognitive strategies, students will acquire rich content knowledge and develop into independent, proficient lifelong learners.

Students must continue to develop the habit of reading closely in order to both comprehend and analyze increasingly difficult texts during grades 6-8. They must determine themes and central ideas in the text(s) and analyze the development and interactions between different elements and ideas over the course of a text. They must be given multiple opportunities to analyze how form, structure and word choice contribute to meaning and how authors develop perspective and purpose in text(s). Students should cite textual evidence to support analysis. In the analysis of print and non-print texts, students should compare approaches an author takes on similar themes and/ or topics and determine how techniques produce different effects that impact the audience. Student also begin evaluating arguments in a text.

The linear progression of the standards promotes the spiraling of foundational content and concepts from year to year. Within the grade level, alignment between standards is also present and should be addressed in multiple grade-level appropriate texts. Students must be exposed to and taught from grade-level appropriate, complex texts. Teachers should supplement quantitative measures, such as Lexile and Flesch-Kincaid, with qualitative measures, such as Tier 2 and Tier 3 vocabulary in context and subject-knowledge requirements, to determine the instructional purpose for texts and text sets.

COMPOSITION

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. At grade 8, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

LANGUAGE

Within these standards, students must demonstrate control over the conventions of Standard English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.



	Reading Standards for Literature - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.6.2</u>	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RL.6.3</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RL.6.5</u>	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.6.6</u>	Explain how an author develops the perspective of the narrator or speaker in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.6.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation.	7	share with others.
<u>RL.6.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.6.9</u>	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.6.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend, and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
P	· · · · ·	o determine what the text says o ktual evidence to support conclu	explicitly and to make logical infer- sions drawn from the text.		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.5.1	RL.6.1	RL.7.1	-	communicates a message.
	Quote accurately from a text when explaining what the text says explicitly and when draw- ing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
•	ing interences from the text.	drawn nom the text.	drawn nom the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.6.	1	3	tional, interdisciplinary and transfor-
		prehension Purple (bold) = Analysis			mational.
J	CITE TEXTUAL EVIDENCE to sup from the text.	port analysis of what the text says	explicitly as well as inferences drawn	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
					Apply strategic practices, with
	GUIDIN		DATIDE	5	scaffolding and then independently,
	GUIDING PRINCIPLE ROR READING LITERATURE 2. Students will determine central ideas or themes of a text and analyze their development; cite specific				to approach new literacy tasks.
2			tions, to support conclusions drawn		Collaborate with others to create new meaning.
-	from the text.			6	
		PROGRESSION			
	RL.5.2	RL.6.2	RL.7.2	7	Utilize digital resources to learn and
	Analyze how the theme is re-	Analyze how the theme is re-	Determine themes of a text and ana-		share with others.
	flected in the text, including but not limited to poems, sto- ries and dramas, and cite rele- vant implicit and explicit evi-	flected in the text by citing par- ticular details and/or providing an objective summary.	lyze their development through citing textual evidence, paraphrasing, or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
	dence to support thinking.			9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.	2		
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT details and/or providing an objective	10	Develop a literacy identity that pro- motes lifelong learning.
	summary.	······ ···· ···· · · · · · · · · · · ·			HOME

GUIDING PRINCIPLE ROR READING LITERATURE



3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	PROGRESSION			Recognize that text is anything that	
	RL.5.3	RL.6.3	RL.7.3	1	communicates a message.
	Compare/contrast characters, settings, or events in a story or drama, using specific de-	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and deter-	Analyze how particular elements of a story or drama influence one another.	2	Employ, develop and refine schema to understand and create text.
	tails to analyze their interac- tion over the course of the text.	mine how the characters re- spond or change as the plot moves toward a resolution.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.6.3	3		Utilize receptive and expressive lan-
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
		('S OR DRAMA'S PLOT unfolds in a s ge as the plot moves toward a RES	series of episodes and determine how OLUTION.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		
P	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.				Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and	
	RL.5.4	RL.6.4	RL.7.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found	Determine the meaning of words and phrases as they are used in a text, including figura- tive and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative and connotative meanings; analyze the impact of	8	Engage in specialized, discipline- specific literacy practices.
ľ	in mythology, and analyze how those words and phrases shape meaning.	analyze the impact of a specific word choice on meaning and tone.	rhymes and other repetitions of sounds on a passage.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.6	5		Develop a literacy identity that pro-
_	. , , ,	prehension Purple (bold) = Analysis	· · · ·	10	motes lifelong learning.
LJ		act of a specific WORD CHOICE on	text, including figurative and connota- meaning and TONE.		HOME

	GUIDIN	IG PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
R	5. Students will analyze the strutions of the text relate to each o		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.5.5	RL.6.5	RL.7.5		communicates a message.
	Analyze and explain the over- all structure of poems, stories and dramas in two or more	Analyze how a particular sen- tence, paragraph, chapter, sce- ne or stanza fits into the overall	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	2	Employ, develop and refine schema to understand and create text.
	texts including but not limited to linear, nonlinear, and circu- lar structures.	structure of a text and contrib- utes to the development of the theme, setting or plot.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com		MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze how a particular sente text and contributes to the deve	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		IG PRINCIPLE ROR READING LITE		6	Collaborate with others to create new meaning.
	6. Students will analyze now po	PROGRESSION	se shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RL.5.6 Describe how a narrator's or speaker's perspective influ-	RL.6.6 Explain how an author develops the perspective of the narrator	RL.7.6 Analyze how an author develops and contrasts the perspective of different	8	Engage in specialized, discipline- specific literacy practices.
	ences how events are de- scribed.	or speaker in a text.	characters or narrators in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RL.6. prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Explain how an author develop	s the PERSPECTIVE of the narrator	or speaker in a text.		HOME

GUIDING PRINCIPLE ROR READING LITERATURE

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

		PROGRESSION		1	Recognize that text is anything that
	RL.5.7	RL.6.7	RL.7.7		communicates a message.
	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visu- al/oral presentation.	Compare/contrast reading a print text and viewing its visual/oral presenta- tion, analyzing the effects of tech-	2	Employ, develop and refine schem to understand and create text.
	print texts.		niques unique to each medium.	3	View literacy experiences as transational, interdisciplinary and transformational.
	Creen (italia) - Com	MULTIDIMENSIONALITY - RL.6.		4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
]		orehension Purple (bold) = Analysis		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
		IG PRINCIPLE ROR READING LIT		6	Collaborate with others to create new meaning.
9	 8. Students will delineate and e validity, reasoning, relevance ar 		ms and evidence in a text, assessing the	7	Utilize digital resources to learn an share with others.
		PROGRESSION			share with others.
	RL.5.8	RL.6.8	RL.7.8	8	Engage in specialized, discipline-
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)		specific literacy practices.
				9	Apply high level cognitive processe to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.	8		Dovelop a literacy identity that pro
	Green (italic) = Comp (Not applicable to literature)	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro motes lifelong learning.
	(Not applicable to literature)				

	GUIDIN	IG PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
P	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
-	RL.5.9	PROGRESSION RL.6.9	RL.7.9	1	Recognize that text is anything that communicates a message.
	Compare/contrast stories in the same genre on their ap- proaches to similar themes and topics.	Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	2	Employ, develop and refine schema to understand and create text.
		MULTIDIIMENSIONALITY - RL.6. prehension Purple (bold) = Analysis	·	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Compare/contrast how VARIOL	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
2	GUIDIN 10. Students will read, compreh	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	RL.5.10	PROGRESSION RL.6.10	RL.7.10	6	Collaborate with others to create new meaning.
	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a variety of comprehension strategies		
	strategies (i.e., questioning, monitoring, visualizing, infer-	strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade	strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz- ing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and	7 8	-
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz- ing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and proficiently.	<u> </u>	 share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz- ing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently. <i>Green (italic) = Com</i> By the end of the year, flexibly	strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level appropriate, complex literary texts independently and profi- ciently. MULTIDIMENSIONALITY - RL.6.1 prehension Purple (bold) = Analysis use a variety of comprehension strat	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz- ing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and proficiently.	8	 share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about

comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.

	Reading Standards for Informational Text - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.6.2</u>	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RI.6.3</u>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
	tive and technical meanings, analyze the impact of a specific word choice of meaning and tone.		Apply strategic practices, with
<u>RI.6.5</u>	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.6.6</u>	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.6.7</u>	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	7	Utilize digital resources to learn and share with others.
<u>RI.6.8</u>	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are sup- ported by reasons and evidence from unsupported claims.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.6.9</u>	Compare/contrast how two or more authors present similar events.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.6.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in-	10	Develop a literacy identity that pro- motes lifelong learning.
	dependently and proficiently.		HOME

1. Students will read closely to a	INCIPLE FOR READING INFORMA determine what the text says explic to support conclusions drawn from	itly and to make logical inferences from		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.5.1	RI.6.1	RI.7.1		communicates a message.
Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schem to understand and create text.
ing inferences from the text.	drawn from the text.	drawn from the text.	3	View literacy experiences as transa tional, interdisciplinary and transfe mational.
•	MULTIDIMENSIONALITY - RI.6.1 prehension Purple (bold) = Analysis port analysis of what the text says		4	Utilize receptive and expressive language arts to better understand se others and the world.
from the text. GUIDING PR	5	Apply strategic practices, with scaffolding and then independentl to approach new literacy tasks.		
		development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn an
RI.5.2	RI.6.2	RI.7.2	7	share with others.
Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit	Analyze how the central ideas are reflected in a text by citing particular details and/or provid-	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing	8	Engage in specialized, discipline- specific literacy practices.
evidence to support thinking.	ing an objective summary.	or summarizing.	9	Apply high level cognitive processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.6.2	2		
	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro motes lifelong learning.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		1	Recognize that text is anything that		
	RI.5.3	RI.6.3	RI.7.3	1	communicates a message.
	Explain the relationships or interactions between individu- als, events, ideas or concepts in a historical, scientific, or	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between indi- viduals, events and ideas over the course of a text.	2	Employ, develop and refine schema to understand and create text.
	technical text based on specific information over the course of a text.			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.6.3			Utilize receptive and expressive lan-
		rehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
	Analyze in detail how an author	T, OR IDEA over the course of a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Collaborate with others to create
P		and phrases as they are used in a te s, and analyze how specific word ch	ext, including determining technical, con- oices shape meaning or tone.	6	new meaning.
		PROGRESSION		-	Utilize digital resources to learn and
	RI.5.4	RI.6.4	RI.7.4	7	share with others.
	Determine the meaning of general academic and domain- specific words or phrases in a grade-level text, and analyze	Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
	how those words and phrases shape meaning.	meanings; analyze the impact of a specific word choice on meaning and tone.	pact of word choice on tone.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY RI.6.4			Develop a literacy identity that pro-
_		rehension Purple (bold) = Analysis		10	motes lifelong learning.
		and phrases as they are used in a t the impact of a specific WORD CH	text, including figurative, connotative OICE on meaning and TONE.		НОМЕ



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		1	Recognize that text is anything that		
	RI.5.5	RI.6.5	RI.7.5		communicates a message.
	Compare/contrast the overall structure of events, ideas, concepts or information in	Analyze how a particular sen- tence, paragraph, chapter or section fits into the overall	Analyze the structure an author uses to organize a text, including how the different sections contribute to the	2	Employ, develop and refine schema to understand and create text.
	two or more texts.	structure of a text and contrib- utes to the development of the ideas.	whole and to the development of the ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
					Utilize receptive and expressive lan-
		MULTIDIMENSIONALITY - RI.6.		4	guage arts to better understand self,
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		others and the world.
	Analyze how a particular sente and contributes to the develop		fits into the overall structure of a text	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create
		INCIPLE FOR READING INFORM		6	new meaning.
9			ATIONAL TEXT e shape the content and style of a text.	-	new meaning.
9				6 7	
}		int of view, perspective and purpos		-	new meaning. Utilize digital resources to learn and share with others.
>	6. Students will analyze how po	int of view, perspective and purpos PROGRESSION	e shape the content and style of a text.	-	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-
2	6. Students will analyze how po RI.5.6	int of view, perspective and purpos PROGRESSION RI.6.6	e shape the content and style of a text. RI.7.6	7	new meaning. Utilize digital resources to learn and share with others.
•	6. Students will analyze how po RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities	int of view, perspective and purpos PROGRESSION RI.6.6 Determine an author's perspec-	e shape the content and style of a text. RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her	7 8	 new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes
•	6. Students will analyze how po RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the per-	int of view, perspective and purpos PROGRESSION RI.6.6 Determine an author's perspec- tive and purpose in a text, and	e shape the content and style of a text. RI.7.6 Determine an author's perspective and purpose in a text, and analyze	7	 new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about
•	6. Students will analyze how po RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities	int of view, perspective and purpos PROGRESSION RI.6.6 Determine an author's perspec- tive and purpose in a text, and explain how it is conveyed in a	e shape the content and style of a text. RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her	7 8	 new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes
•	6. Students will analyze how po RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the per-	int of view, perspective and purpos PROGRESSION RI.6.6 Determine an author's perspec- tive and purpose in a text, and explain how it is conveyed in a	e shape the content and style of a text. RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	7 8	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	6. Students will analyze how po RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the per- spective they represent. <i>Green (italic) = Com</i>	int of view, perspective and purpos PROGRESSION RI.6.6 Determine an author's perspec- tive and purpose in a text, and explain how it is conveyed in a text.	RI.7.6 RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	7 8	 new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
P	7. Students will integrate and ev media and formats.		Literacy Practices		
		1	Recognize that text is anything that		
	RI.5.7	RI.6.7	_	communicates a message.	
	Analyze information from multiple print and non-print formats, demonstrating the	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non- print version of a text, analyzing each media's portrayal of the subject and its	2	Employ, develop and refine schema to understand and create text.
	ability to locate an answer to a question quickly or to solve a problem efficiently.	understanding of a topic or is- sue.	impact on the audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
-	Green (italic) = Com		MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Integrate information presented of a topic or issue.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PR 8. Students will delineate and e validity, reasoning, relevance ar	6	Collaborate with others to create new meaning.		
	validity, reasoning, relevance a			<u> </u>	Utilize digital resources to learn and
	RI.5.8	PROGRESSION RI.6.8	RI.7.8	7	share with others.
	Explain how an author uses reasons and evidence to sup- port particular claims in a	Identify and evaluate the argu- ment and specific claims in a text, distinguishing claims that	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.
	text, identifying which rea- sons and evidence support which claim(s).	are supported by reasons and evidence from unsupported claims.	the evidence is relevant and sufficient to support the claims.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.6.8 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Identify and evaluate the ARGU ported by REASONS and EVIDEN		HOME		

	GUIDING PRIN		Interdisciplinary		
	9. Students will analyze how two		iteracy Practices		
	knowledge or to compare the app	roaches the authors take.			iteracy riactices
		1	Recognize that text is anything that		
	RI.5.9	-	communicates a message.		
	Integrate information from sev- eral texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic pre- sent key information by emphasiz- ing different evidence or advancing	2	Employ, develop and refine schema to understand and create text.
	Γ	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
	Green (italic) = Compre	ehension Purple (bold) = Analysis M/	AROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
	Compare/contrast how TWO OR	MORE AUTHORS present SIMILAR EV	'ENTS.	4	guage arts to better understand self, others and the world.
	GUIDING PRIN	ICIPLE FOR READING INFORMATI	ONAL TEXT		Apply strategic practices, with
P	10. Students will read, comprehen ly.	5	scaffolding and then independently,		
	iy.				to approach new literacy tasks.
	·	PROGRESSION			to approach new literacy tasks. Collaborate with others to create
	RI.5.10	RI.6.10	RI.7.10	6	
	RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	6 7	Collaborate with others to create
	RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,		Collaborate with others to create new meaning. Utilize digital resources to learn and
	RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	7	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze grade -level appropriate, complex in- formational texts independently and proficiently.	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	7 8	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes
	RI.5.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze grade -level appropriate, complex in- formational texts independently and proficiently.	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently and proficiently. ULTIDIMENSIONALITY - RI.6.10 thension Purple (bold) = Analysis M/	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	7 8	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

Text Types and Purposes

	Compose arguments to support claims with clear reasons and relevant evidence.	1				
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.					
	b. Introduce claim(s) and organize the reasons and evidence clearly.					
<u>C.6.1</u>	c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	3				
	d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.					
	e. Establish and maintain a formal style.	4				
	f. Provide a concluding statement or section that follows from the argument presented.					
	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach.	5				
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and infor- mation through the selection, organization, and analysis of relevant content.	6				
	a. Produce clear and coherent writing in which the development, organization, and style are appropri- ate to task, purpose and audience.					
	b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include for- matting, graphics and multimedia when useful to aiding comprehension.	7				
C.6.2	 c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. 	8				
	d. Use appropriate transitions to clarify the relationships among ideas and concepts.					
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9				
	f. Establish and maintain a formal style.					
	g. Provide a concluding statement or section that follows from the information or explanation present- ed.	10				
	 With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing, or trying a new approach, focusing on how well purpose and audience have been ad- dressed. 					

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Composition - Grade 6

	Text Types and Purposes	1	Recognize that text is anything that communicates a message.
	 Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	2	Employ, develop and refine schema to understand and create text.
	 Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.6.3</u>	 c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.f. Provide a conclusion that follows from the narrated experiences or events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
<u>C.6.4</u>	Production and Distribution Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
CGE	Research to Build and Present Knowledge	8	Engage in specialized, discipline- specific literacy practices.
<u>C.6.5</u> <u>C.6.6</u>	Conduct short research projects to answer a question, drawing on several sources. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-	9	Apply high level cognitive processes to think deeply and critically about text.
	ing plagiarism by providing in-text and bibliographic MLA or APA citation. Range of Writing	10	Develop a literacy identity that pro- motes lifelong learning.
<u>C.6.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION



C.5.1

1. Students will compose arguments to support claims valid reasoning and relevant and sufficient evidence.

,	f substantive topics or texts, using	ĺ	Literacy Practices		
PROGRESSION		1	Recognize that text is anything that communicates a message.		
C.6.1	C.7.1		-		
ompose arguments to support aims with clear reasons and levant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	2	Employ, develop and refine schema to understand and create text.		
OTE: Students must have the	(NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
portunity throughout the year utilize digital resources, but ot <u>every</u> writing experience ust utilize those digital re-	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
vurces.) Produce clear and coherent writing in which the develop-	a. Produce clear and coherent writing in which the develop-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
ment, organization and style are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	6	Collaborate with others to create new meaning.		
Introduce claim(s), and or- ganize the reasons and evi- dence clearly.	 b. Introduce claim(s), acknowledge opposing claims and counter/refute them and 	7	Utilize digital resources to learn and share with others.		
	organize the reasons and evi- dence logically.	8	Engage in specialized, discipline- specific literacy practices.		
Support claim(s) with clear reasons and relevant evi- dence, using credible	 Support claim(s) with logical reasoning and relevant evi- dence, using accurate, credible sources and demonstrating an 	9	Apply high level cognitive processes to think deeply and critically about text.		
sources, acknowledging op- posing claims and demon- strating an understanding of the topic or text.	understanding of the topic or text.	10	Develop a literacy identity that pro- motes lifelong learning.		

HOME

Interdisciplinary

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with rea- sons and information.		Compose arguments to support claims with clear reasons and relevant evidence.		Compose arguments to support claims with clear reasons and vant evidence.		
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital resources.)		(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re- sources.)		op uti <u>ev</u> e	(NOTE: Students must have to opportunity throughout the utilize digital resources, but <u>every</u> writing experience mu lize those digital resources.)	
a.	Produce clear and coherent writing in which the devel- opment and organization are appropriate to task, purpose and audience.	a.	Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- pose and audience.	a.	Produce clear and coherer writing in which the develo ment, organization and sty are appropriate to task, pu pose and audience.	
b.	Introduce a topic or text clearly, state an opinion and create an organization- al structure in which ideas are logically grouped to support the writer's pur- pose.	b.	Introduce claim(s), and or- ganize the reasons and evi- dence clearly.	b.	Introduce claim(s), acknowledge opposing cla and counter/refute them a organize the reasons and e dence logically.	
c.	Provide logically ordered reasons that are supported by facts and details.	C.	Support claim(s) with clear reasons and relevant evi- dence, using credible sources, acknowledging op- posing claims and demon- strating an understanding of	C.	Support claim(s) with logic reasoning and relevant evidence, using accurate, cre- sources and demonstrating understanding of the topic text.	

		PROGRESSION				Interdisciplinary
C.5.1		C.6.1		C.7.1		Literacy Practices
Use grade-appropriate transitions.	claus	e words, phrases and ses to clarify the relation- is among claim(s) and sons.	d.	Use transitions to create cohe- sion and clarify the relationships among claims.	1	Recognize that text is anything that communicates a message.
		blish and maintain a for-	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
		style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Provide a concluding section.	men from	vide a concluding state- nt or section that follows n the argument present-	f.	Provide a concluding statement or section that supports the argu- ment presented.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
With guidance and sup-	-	h some guidance, devel-	g.	With some guidance, develop	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
port from peers and adults, develop and strengthen writing as	neec editi	and strengthen writing as ded by planning, revising, ing, rewriting, or trying a		and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach,	6	Collaborate with others to create new meaning.
needed by planning, re- vising, editing, rewriting or trying a new ap-	new	r approach.		focusing on how well purpose and audience have been ad- dressed.	7	Utilize digital resources to learn and share with others.
proach.					8	Engage in specialized, discipline- specific literacy practices.
					9	Apply high level cognitive processes to think deeply and critically about text.
					10	Develop a literacy identity that pro- motes lifelong learning.
						HOME

MULTIDIMENSIONALITY - C.6.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style <i>are appropri</i> -	1	Recognize that text is anything that communicates a message.
 a. Produce clear and conferent writing in which the development, organization and style <i>are appropriate to task, purpose and audience.</i> b. Introduce claim(s) and organize the reasons and evidence clearly. 	2	Employ, develop and refine schema to understand and create text.
 C. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, additing, re- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.

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GUIDING PRINCIPLE FOR COMPOSITION

2

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	1	Recognize that text is anything that communicates a message.		
C.5.2	C.6.2	C.7.2		
Compose informative and/or explanatory texts, using	Compose informative and/or ex- planatory texts to examine a top-	Compose informative and/or explana- tory texts to examine a topic and con-	2	Employ, develop and refine schema to understand and create text.
writing and digital resources, to examine a topic and con- vey ideas and information clearly.	ic and convey ideas, concepts and information through the se- lection, organization, and analy- sis of relevant content.	vey ideas, concepts and information through the selection, organization and analysis of relevant content.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
(NOTE: Students must have the opportunity throughout the year to utilize digital re-	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the op- portunity throughout the year to uti- lize digital resources, but not <u>every</u> writing experience must utilize those	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
sources, but not <u>every</u> writing experience must uti- lize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
a. Produce clear and coher- ent writing in which the development and organ-	 a. Produce clear and coherent writing in which the develop- ment, organization, and style 	a. Produce clear and coherent writing in which the development, organization, and style are appro-	6	Collaborate with others to create new meaning.
ization are appropriate to task, purpose, and audience.	are appropriate to task, purpose, and audience.	organization, and style are appro- priate to task, purpose, and audi- ence.	7	Utilize digital resources to learn and share with others.
 b. Introduce a topic clearly, provide a general obser- 	 b. Introduce a topic; previewing what is to follow; organize 	 b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, 	8	Engage in specialized, discipline- specific literacy practices.
vation and focus, and group related infor- mation logically; include formatting, illustrations, and multimedia when	ideas, concepts, and infor- mation, using strategies such as definition, classification, comparison/contrast and cause/effect; include for-	classification, comparison/ contrast and cause/effect; include formatting, graphics, and multi- media when useful to aiding com-	9	Apply high level cognitive processes to think deeply and critically about text.
useful to aiding compre- hension.	matting, graphics, and multi- media when useful to aiding comprehension.	prehension.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION			Interdisciplinary
C.5.2	C.6.2	C.7.2		Literacy Practices
c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples	c. Develop the topic with rele- vant facts, definitions, con- crete details, quotations, or other information and exam-	c. Develop the topic with rele- vant facts, definitions, con- crete details, quotations or other information and exam-	1	Recognize that text is anything that communicates a message.
related to the topic. d. Use grade-appropriate con-	ples. d. Use appropriate transitions to	ples. d. Use appropriate transitions to	2	Employ, develop and refine schema to understand and create text.
junctions to develop text structure within sentences.	clarify the relationships among ideas and concepts.	create cohesion and clarify the relationships among ideas and concepts.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. Use grade-appropriate tran- sitions to develop text structure across para-	e. Use precise language and do- main-specific vocabulary to inform about or explain the	e. Use precise language and do- main-specific vocabulary to inform about or explain the topic.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
graphs. f. Use precise language and domain-specific vocabulary	topic. f. Establish and maintain a for- mal style.	f. Establish and maintain a for- mal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
to inform about or explain the topic.	filal style.		6	Collaborate with others to create new meaning.
g. Provide a concluding sec- tion.	g. Provide a concluding state- ment or section that follows from the information or expla-	 g. Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre- 	7	Utilize digital resources to learn and share with others.
h. With guidance and support	nation presented. h. With some guidance, develop	sented.	8	Engage in specialized, discipline- specific literacy practices.
from peers and adults, de- velop and strengthen writing as needed by plan- ning, revising, editing, re-	and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	 With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on 	9	Apply high level cognitive processes to think deeply and critically about text.
writing or trying a new ap- proach.	how well purpose and audi- ence have been addressed.	how well purpose and audi- ence have been addressed.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.6.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and *information* **through the selection, organization, and analysis of relevant content.**

(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose, and audience.*
- b. *Introduce a topic*; previewing what is to follow; organize ideas, concepts and *information*, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. **Develop the topic** with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate TRANSITIONS to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. **Provide a concluding statement or section** that follows from the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	Apply high level cognitive processes to think deeply and critically about text.						
10	Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

GUIDING PRINCIPLE FOR COMPOSITION

2

3. Students will compose narratives to develop real or imagined experiences or events ,using effective technique, well-chosen details and well-structured event sequences.

	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.5.3	C.6.3	C.7.3		Employ, develop and refine schema
Compose narratives, using writing and digital resources, to	Compose narratives to develop real or imagined experiences or	Compose narratives to develop real or imagined experiences or	2	to understand and create text.
develop real or imagined expe- riences or multiple events or ideas, using effective tech- nique, descriptive details and	multiple events, memories or ide- as, using effective technique, rele- vant descriptive details and well- structured event sequences.	multiple events, memories or ide- as, using effective technique, rel- evant descriptive details and well- structured event sequences.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
clear sequences. (NOTE: Students must have the	(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	to utilize digital resources, but not <u>every</u> writing experience must uti- lize those digital resources.)	to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re- sources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
resources.) a. Produce clear and coherent	a. Produce clear and coherent	a. Produce clear and coherent	6	Collaborate with others to create new meaning.
writing in which the devel- opment and organization are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, pur-	writing in which the develop- ment, organization and style are appropriate to task, pur-	7	Utilize digital resources to learn and share with others.
purpose and audience. b. Orient the reader by estab-	pose and audience. b. Engage the reader by estab-	pose and audience. b. Engage the reader by estab-	8	Engage in specialized, discipline- specific literacy practices.
lishing a situation and in- troducing a narrator and/or characters; organize an event sequence that re-	lishing a context and introduc- ing a narrator and/or charac- ters; organize an event se- quence that unfolds naturally	lishing a context and point of view and introducing a narra- tor and/or characters; organ- ize an event sequence that unfolds naturally and logical-	9	Apply high level cognitive processes to think deeply and critically about text.
flects linear, non-linear or circular structure.	and logically.	ly.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION				Interdisciplinary
	C.5.3	C.6.3		C.7.3		
c.	Use narrative techniques, such as dialogue, descrip- tion and pacing, to develop experiences and events or	 C. Use narrative techniques, such as dialogue, pacing and description, to develop, expe- riences, events and/or charac- 	C.	Use narrative techniques, such as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac-	1	Literacy Practices Recognize that text is anything that communicates a message.
	show the responses of characters to situations.	ters.		ters.	2	Employ, develop and refine schema to understand and create text.
d.	Use a variety of conjunc- tions and transitional words, phrases and clauses	 Use a variety of transition words to convey sequence and signal shifts from one 	d.	words to convey sequence and signal shifts from one time	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	to manage the sequence of events.	time frame or setting to an- other.		frame or setting to another.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e.	Use concrete words and phrases and sensory de- tails to convey experiences	e. Use precise words and phrases, relevant descriptive details and sensory language	e.	Use precise words, relevant descriptive details and sensory language to capture the action	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and events precisely.	to convey experiences and events.		and convey experiences and events.	6	Collaborate with others to create new meaning.
f.	Provide a conclusion that follows the narrated expe- riences or events.	 f. Provide a conclusion that fol- lows from the narrated expe- 	f.	Provide a conclusion that fol- lows from and reflects on the	7	Utilize digital resources to learn and share with others.
	hences of events.	riences or events.		narrated experiences or events.	8	Engage in specialized, discipline- specific literacy practices.
g.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by plan-	 g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap- 	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-	9	Apply high level cognitive processes to think deeply and critically about text.
	ning, revising, editing, re- writing or trying a new ap- proach.	proach.		proach.	10	Develop a literacy identity that pro- motes lifelong learning.
		244				HOME

MULTIDIMENSIONALITY - C.6.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES to develop real or imagined *experiences* or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- *d.* Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- *e.* Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- f. Provide a conclusion that follows from the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	Apply high level cognitive processes to think deeply and critically about text.						
10	10 Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

GUIDING PRINCIPLE FOR COMPOSITION

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION				Recognize that text is anything that
	C.5.4	C.6.4	C.7.4	1	communicates a message.
	With limited guidance and sup- port from adults, use digital re- sources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to inter- act and collaborate with others; cite	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	others; cite sources using MLA or APA format.	sources using MLA or APA format.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - C.6.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others;				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Cite sources using MLA or APA format.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2	 Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 			6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	C.5.5	C.6.5	C.7.5	7	share with others.
_	Conduct short research pro- jects that use several sources	Conduct short research projects to answer a question, drawing on	Conduct short research projects to answer a question, drawing on sev- eral sources and generating addi-	8	Engage in specialized, discipline- specific literacy practices.
	to build knowledge through	several sources.			specific fileracy practices.
	investigation of different as- pects of a topic.	several sources.	tional related, focused questions for further research and investigation.	9	Apply high level cognitive processes to think deeply and critically about text.
	investigation of different aspects of a topic.	several sources. MULTIDIMENSIONALITY - C.6.5	tional related, focused questions for	9	Apply high level cognitive processes to think deeply and critically about text.
	investigation of different as- pects of a topic. Green (italic) = Comp		tional related, focused questions for further research and investigation.	9 10	Apply high level cognitive processes to think deeply and critically about

GUIDING PRINCIPLE



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

	PROGRESSION				Recognize that text is anything that
	C.5.6	C.6.6	C.7.6	1	communicates a message.
_	Summarize relevant infor- mation from experiences or gather relevant information	Gather relevant information from multiple print and digital sources; assess the credibility of each	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
	from multiple print and digital sources; summarize or para- phrase applicable information in notes and finished work,	source; and, in order to reflect or interpret, quote or paraphrase da- ta and conclusions of others, avoid- ing plagiarism by providing in-text	sess the credibility and accuracy of each source; and, in order to en- gage in reflection or analysis, quote or paraphrase data and con-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	and provide a list of sources. and bibliographic MLA or APA cita- tion.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		MULTIDIMENSIONALITY - C.6.6			Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple print and digital sources; assess the credibility of each source;				scaffolding and then independently, to approach new literacy tasks.
	and, in order to reflect or interpret, QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoid- ing plagiarism by providing in-text and bibliographic MLA or APA citation.				Collaborate with others to create new meaning.
	 GUIDING PRINCIPLE 7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences. 				Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
_	C.5.7	C.6.7	C.7.7	8	specific literacy practices.
	extended time frames and shorter time frames for a	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, pur- poses and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.6.7				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	motes lifelong learning.	
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 6	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
	In both written and oral expression:	1	communicates a message.
<u>L.6.1</u>	 a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English and implement strategies to improve our receiption in con- 	2	Employ, develop and refine schema to understand and create text.
	 c. Recognize variations from standard English and implement strategies to improve expression in conventional language. 		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.6.2</u>	 When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors. 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Knowledge of Language	5	Apply strategic practices, with
<u>L.6.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone. Vocabulary Acquisition and Use		scaffolding and then independently, to approach new literacy tasks.
			Collaborate with others to create new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a		Utilize digital resources to learn and share with others.
<u>L.6.4</u>	 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.6.5</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	 b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations. 		HOME



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

		PROGRESSION			Recognize that text is anything that
	L.5.1	L.6.1	L.7.1	1	communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	te command of the s of standard English nd usage. sion: sion	2	Employ, develop and refine schema to understand and create text.	
	 Explain the function of con- junctions, prepositions, and interjections in a grade-level 		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	b. Use the perfect verb tenses.	tive, objective, possessive and intensive pronouns.	 b. Demonstrate appropriate use of simple, compound, 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Use verb tense to convey var- ious times, sequences, states, and conditions.	 Recognize and correct inappro- priate shifts in pronoun num- ber and person. 	complex and compound- complex sentences to signal differing relationships among ideas.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Produce complete sentences recognizing and correcting	c. Recognize variations from standard English and imple- ment strategies to improve expression in conventional lan- guage.	standard English and imple- ment strategies to improve expression in conventional lan-	6	Collaborate with others to create new meaning.
	inappropriate shifts in verb tense.			7	Utilize digital resources to learn and share with others.
	e. Use correlative conjunctions. M	ULTIDIMENSIONALITY - L.6.1		8	Engage in specialized, discipline- specific literacy practices.
7	Green (italic) = Compression:			9	Apply high level cognitive processes to think deeply and critically about text.
	POSSESSIVE AND INTENSIVE PROb. Recognize and correct inappropric. Recognize VARIATIONS FROM ST		on.	10	Develop a literacy identity that pro- motes lifelong learning.
	ventional language.				HOME

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

9

		PROGRESSION			Recognize that text is anything that
	L.5.2	L.6.2	L.7.2	1	communicates a message.
	When writing:a. Use punctuation to separate items in a series.	 When writing: a. Demonstrate appropriate use of punctuation (commas, pa- 	When writing:a. Demonstrate appropriate use of a comma to separate	2	Employ, develop and refine schema to understand and create text.
	 b. Use a comma to separate an introductory element from 	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	coordinate adjectives. b. Demonstrate appropriate	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	the rest of the sentence.c. Use a comma to set off the words yes and no, to set off	 Demonstrate appropriate use of strategies to identify and correct spelling errors. 	use of strategies and re- sources (print and electron- ic) to identify and correct spelling errors.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
~	a tag question from the rest of the sentence and to indi- cate direct address.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Use underlining, quotation marks or italics to indicate titles of works. 			6	Collaborate with others to create new meaning.
	e. Use strategies and resources (print and electronic) to			7	Utilize digital resources to learn and share with others.
	identify and correct spelling errors.			8	Engage in specialized, discipline- specific literacy practices.
-7	M Green (italic) = Compre When writing:	ULTIDIMENSIONALITY - L.6.2 hension Purple (bold) = Analysis MAR	OON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	a. Demonstrate appropriate use of STRICTIVE/PARENTHETICAL ELEN	PUNCTUATION (COMMAS, PARENTHES MENTS. strategies to identify and correct spellin		10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSION				Recognize that text is anything that	
	L.5.3	L.6.3	L.7.3	1	communicates a message.	
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak-ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.	
	a. Expand, combine, and re-	Expand, combine, and re- duce sentences for meaning, reader/listener interest and style.	a. Choose language that express- es ideas precisely and concise- ly, recognizing and eliminating wordiness and redundancy.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	reader/listener interest and			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	 b. Compare and contrast the varieties of English (e.g., dia- 	 Maintain consistency in style and tone. 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	lects, registers, slang) used in stories, dramas or poems.			6	Collaborate with others to create new meaning.	
	MULTIDIMENSIONALITY - L.6.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize digital resources to learn and share with others.	
	Use knowledge of language and its conventions when writing, speaking, reading or listening.			8	Engage in specialized, discipline- specific literacy practices.	
٦	a. Vary sentence patterns for meaning, reader/listener interest and style.b. Maintain consistency in style and tone.			9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.	
					HOME	

2

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

order to be transition ready.					1 Recognize that text is anything that
			communicates a message.		
L	L.5.4	L.6.4	L.7.4		Employ, develop and refine schema
	Determine or clarify the meaning of unknown and multiple-	Determine or clarify the meaning of unknown and multiple-	Determine or clarify the meaning of unknown and multiple-meaning	2	to understand and create text.
	neaning words and phrases	meaning words and phrases	words and phrases based on grade 7		View literacy experiences as transac-
	based on grade 5 reading and content, choosing flexibly from an	based on grade 6 reading and content, choosing flexibly from an	reading and content, choosing flexi- bly from an array of strategies.	3	tional, interdisciplinary and transfor- mational.
	array of strategies.	array of strategies.			Utilize receptive and expressive lan-
				4	guage arts to better understand self, others and the world.
á	a. Use context (e.g., cause/ effect relationships and com-	a. Use context (e.g., the overall meaning of a sentence or par-	a. Use context (e.g., the overall meaning of a sentence or para-	_	Apply strategic practices, with
	parisons in text) as a clue to the meaning of a word or	agraph; a word's position or function in a sentence) as a	graph; a word's position or func- tion in a sentence) as a clue to	5	scaffolding and then independently, to approach new literacy tasks.
	phrase.	clue to the meaning of a word	the meaning of a word or		Collaborate with others to create
		or phrase.	phrase.	6	new meaning.
ł	 Use common affixes and roots as clues to the meaning 	b. Use Greek and Latin affixes and roots as clues to the	 Use Greek and Latin affixes and roots as clues to the meaning of 	7	Utilize digital resources to learn and share with others.
	of a word.	meaning of a word.	a word.	8	Engage in specialized, discipline- specific literacy practices.
(Consult print and digital ref- erence materials to find the pronunciation and determine or clarify the precise meaning	 Consult print and digital refer- ence materials to find the pronunciation and determine or clarify the precise meaning 	 Consult print and digital refer- ence materials to find the pro- nunciation and determine or clariy the precise meaning of key 	9	Apply high level cognitive processes to think deeply and critically about text.
	of key words and phrases. of key words and phrases.	words and phrases.	10	Develop a literacy identity that pro- motes lifelong learning.	
					HOME

				Interdisciplinary	
	L.5.4	L.6.4	L.7.4		
	 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, words and phrases; gather d. Acquire and use accurately grade-appropriate general academic and domain-specific 	 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; 	1	Literacy Practices Recognize that text is anything that communicates a message.	
	including those that signal contrast, addition and other logical relationships.	vocabulary knowledge when considering a word or phrase important to comprehension	gather vocabulary knowledge when considering a word or phrase important to compre-	2	Employ, develop and refine schema to understand and create text.
•		or expression.	hension or expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	M Green (italic) = Compre	IULTIDIMENSIONALITY - L.6.4 chension Purple (bold) = Analysis MAI	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.			6	Collaborate with others to create new meaning.
	 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. 			7	Utilize digital resources to learn and share with others.
		nce materials to find the pronunciatio		8	Engage in specialized, discipline- specific literacy practices.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Demonstrate understanding of word relationships and nuances in word meanings.

P

PROGRESSION				Recognize that text is anything that	
L.5.5	L.6.5	L.7.5	1	communicates a message.	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,	Demonstrate understanding of figurative language, word rela- tionships and nuances in word meanings.	Demonstrate understanding of figurative language, word rela- tionships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.	
choosing flexibly from an array of strategies.	 a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. 	 a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
 a. Interpret figurative language, including similes and meta- phors, in context. 			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
 Recognize and explain the meaning of common idioms, adages and proverbs. 			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
C. Demonstrate understanding of words by relating them to their synonyms and anto- nyms.			6	Collaborate with others to create new meaning.	
			7	Utilize digital resources to learn and share with others.	
ML	ILTIDIMENSIONALITY - L.6.5		8	Engage in specialized, discipline- specific literacy practices.	
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				Apply high level cognitive processes to think deeply and critically about text.	
 a. Interpret FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS. 		10	Develop a literacy identity that pro- motes lifelong learning.		
				HOME	

	Reading Standards for Literature - Grade 7	Interdisciplinary Literacy Practices	
	Key Ideas and Details		
<u>RL.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.7.2</u>	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RL.7.3</u>	Analyze how particular elements of a story or drama influence one another.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	4	guage arts to better understand self, others and the world.
<u>RL.7.5</u>	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.7.6</u>	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Litiling digital recourses to leave and
<u>RL.7.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	7	Utilize digital resources to learn and share with others.
<u>RL.7.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.7.9</u>	Compare/contrast a fictional portrayal and a historical account of the same period as a means to un- derstand how authors use history.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.7.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and applying grade lovel appropriate, complex literary texts inde	10	Develop a literacy identity that pro- motes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary	
	1. Students will read closely to determine what the text says explicitly and to make logical infer-				Literacy Practices
	ences from it; cite specific tex	sions drawn from the text.	_	Litterdey Fractices	
		PROGRESSION			Recognize that text is anything that
	RL.6.1	RL.7.1	RL.8.1	1	communicates a message.
	Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer- ences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from	Cite relevant textual evidence to sup- port analysis of what the text says ex- plicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
	chees drawn nom the text.	the text.	nom the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.7.	1	3	tional, interdisciplinary and transfor-
		orehension Purple (bold) = Analysis			mational.
٦	CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.		6	Collaborate with others to create new meaning.	
		PROGRESSIONS			Utilize digital resources to learn and
	RL.6.2	RL.7.2	RL.8.2	7	share with others.
	reflected in the text by citing particular details	ting particular details ment through citing textual devidence, paraphrasing or ters, setting and plot, citing textual ters, setting and plot, citing textual		8	Engage in specialized, discipline- specific literacy practices.
	tive summary.			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.7.2				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text and analyze their development through citing textual evidence, paraphras-		10	Develop a literacy identity that pro- motes lifelong learning.	
	ing or summarizing.				HOME



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION			1	Recognize that text is anything that		
Г	RL.6.3	RL.7.3	RL.8.3		communicates a message.	
	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and de-	Analyze how particular ele- ments of a story or drama influ- ence one another.	Analyze how particular lines of dia- logue or incidents in a story or drama propel the action, reveal aspects of a	2	Employ, develop and refine schema to understand and create text.	
	termine how the characters respond or change as the plot moves toward a resolution.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
		MULTIDIMENSIONALITY - RL.7.	3		Utilize receptive and expressive lan-	
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,	
	Analyze how particular ELEME	NTS OF A STORY OR DRAMA influen	ce one another.		others and the world.	
					Apply strategic practices, with	
				5	scaffolding and then independently,	
	GUIDI		to approach new literacy tasks.			
4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.					Collaborate with others to create new meaning.	
		PROGRESSION			Utilize digital resources to learn and	
Г	RL.6.4	RL.7.4	RL.8.4	7	share with others.	
	Determine the meaning of words and phrases as they are used in a text, including fig- urative and connotativeDetermine the meaning of words and phrases as they are used in a text, including figura- tive and connotative meanings;Determine the meaning of words and phrases as they are used in a text, in- cluding figurative and connotative		8	Engage in specialized, discipline- specific literacy practices.		
	meanings; analyze the impact of a specific word choice on meaning and tone.	analyze the impact of rhymes and other repetitions of sounds on a passage.	cific word choices on meaning and tone, including but not limited to anal- ogies or allusions to other texts.	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.7.	4		Douglan a literacy identity that are	
	Green (italic) = Com Determine the meaning of word	10	Develop a literacy identity that pro- motes lifelong learning.			
		pact of RHYMES AND OTHER REPETI			HOME	



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

	PROGRESSION			1	Recognize that text is anything that
	RL.6.5	RL.7.5	RL.8.5		communicates a message.
	Analyze how a particular sen- tence, paragraph, chapter, scene or stanza fits into the	Analyze how the form or struc- ture of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text	2	Employ, develop and refine schema to understand and create text.
	overall structure of a text and contributes to the develop- ment of the theme, setting or plot.		contributes to its meaning and style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RL.7. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze how the form or STRU	CTURE of a drama, poem or prose to	ext contributes to its meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
•		JIDING PRINCIPLE FOR READING		6	Collaborate with others to create new meaning.
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.				Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.6.6 Explain how an author develops the perspective of the	RL.7.6 Analyze how an author devel- ops and contrasts the perspec-	RL.8.6 Analyze characters' and readers' per- spectives and how the differences cre-	8	Engage in specialized, discipline- specific literacy practices.
	narrator or speaker in a text.	tive of different characters or narrators in a text.	ate effects, including but not limited to suspense, humor and empathy.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	6		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro- motes lifelong learning.
P*	Analyze how an author develop text.	is and contrasts the PERSPECTIVE of	of <i>different characters or narrators</i> in a		HOME

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION		1	Recognize that text is anything that	
RL.6.7	RL.7.7	RL.8.7		communicates a message.
Compare/contrast reading a print text and viewing its visu- al/oral presentation.	print text and viewing its visu- print text and viewing its visual/ live production of a story or drama		2	Employ, develop and refine schem to understand and create text.
	effects of techniques unique to each medium.	text or script, evaluating choices made by the director or actors.	3	View literacy experiences as transf tional, interdisciplinary and transfe mational.
MULTIDIMENSIONALITY - RL.7.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			4	Utilize receptive and expressive la guage arts to better understand se others and the world.
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of TECHNIQUES UNIQUE TO EACH MEDIUM.			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
READING GL	READING GUIDING PRINCIPLE FOR READING LITERATURE			Collaborate with others to create new meaning.
8. Students will delineate and ev validity, reasoning, relevance and		ns and evidence in a text, assessing the	7	Utilize digital resources to learn an share with others.
	PROGRESSION			
RL.6.8 (Not applicable to literature)	RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive process to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.7.8			Develop a literacy identity that pro
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
(Not applicable to literature)			HOME	

9. Students will analyze how two or more texts address similar themes or topics in order to build

knowledge or to compare the approaches the authors take.

		- p			4		
		PROGRESSION		1	Recognize		
	RL.6.9	RL.7.9	RL.8.9	1	communi		
	Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional por- trayal and a historical account of the same period as a means to understand how authors use his- tory.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including de- scribing how the material is rendered	2	Employ, c to unders		
		tory.	new.		View liter		
		MULTIDIMENSIONALITY - RL.7.9)	3	tional, int mational.		
	 	Utilize rec					
	Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD as a means to understand how authors use history.						
		Apply stra					
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.						
•••		PROGRESSION			Collabora		
	PL C 10		DL 0.40	6	new mea		
	RL.6.10	RL.7.10	RL.8.10	—	<u> </u>		
_	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize dig share wit		
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend, and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in specific lit		
	grade-level appropriate, com- plex literary texts independent- ly and proficiently.	appropriate, complex literary texts independently and profi- ciently.	proficiently.	9	Apply hig to think d		
		MULTIDIMENSIONALITY - RL.7.1	0		text.		
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Develop a		

Interdisciplinary **Literacy Practices**

	PP				
PROGRESSION				Recognize that text is anything that	
RL.6.9	RL.7.9	RL.8.9	1	communicates a message.	
Compare/contrast how various forms or genres of texts ap- proach a similar theme or topic.	Compare/contrast a fictional por- trayal and a historical account of the same period as a means to understand how authors use his-	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including de- caribing how the material is rendered	2	Employ, develop and refine schema to understand and create text.	
	tory.	scribing how the material is rendered new.		View literacy experiences as transac-	
	MULTIDIMENSIONALITY - RL.7.		3	tional, interdisciplinary and transfor- mational.	
	prehension Purple (bold) = Analysis			Utilize receptive and expressive lan-	
Compare/contrast a FICTIONAL means to understand how auth	. PORTRAYAL and A HISTORICAL ACC ors use history.	COUNT OF THE SAME PERIOD as a	4	guage arts to better understand self, others and the world.	
GLIIDIA	IG PRINCIPLE FOR READING LITE			Apply strategic practices, with	
10. Students will read, compreh	5	scaffolding and then independently, to approach new literacy tasks.			
	PROGRESSION		6	Collaborate with others to create new meaning.	
RL.6.10	RL.7.10	RL.8.10			
By the end of the year, flexibly ise a variety of comprehension trategies (i.e., questioning, nonitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.	
encing, summarizing, synthesiz- ng, using prior knowledge, de- ermining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend, and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.	
grade-level appropriate, com- blex literary texts independent- y and proficiently.	appropriate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about	
	MULTIDIMENSIONALITY - RL.7.1			text.	
By the end of the year, flexibly	prehension Purple (bold) = Analysis use a variety of comprehension stra ing, synthesizing, using prior knowle	10	Develop a literacy identity that pro- motes lifelong learning.		
comprehend, and analyze GRAD	DE-LEVEL APPROPRIATE, COMPLEX L		HOME		
ficiently					

ficiently.

	Reading Standards for Informational Text Grade 7		Interdisciplinary Literacy Practices	
	Key Ideas and Details		,	
<u>RI.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.	
<u>RI.7.2</u>	Determine central ideas of a text and analyze their development through citing textual evidence, par- aphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.	
<u>RI.7.3</u>	Analyze the interactions between individuals, events and ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RI.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of word choices on meaning and tone.	4	guage arts to better understand self others and the world.	
			Apply strategic practices, with	
<u>RI.7.5</u>	Analyze the structure an author uses to organize a text, including how the different sections contrib- ute to the whole and to the development of the ideas.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RI.7.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		Utilize digital resources to learn and	
<u>RI.7.7</u>	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the sub- ject and its impact on the audience.	7	share with others.	
			Engage in specialized, discipline-	
<u>RI.7.8</u>	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8	specific literacy practices.	
			Apply high level cognitive processes	
<u>RI.7.9</u>	Analyze how two or more authors writing about the same topic present key information by emphasiz- ing different evidence or advancing different interpretations of facts.	9	to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity			
RI.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.	
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in- dependently and proficiently.		HOME	

	GUIDING PRI		Interdisciplinary		
P	1. Students will read closely to d it; cite specific textual evidence		Literacy Practices		
	PROGRESSION				Recognize that text is anything that communicates a message.
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as infer-	the text evidence to support analysis of port analysis of what the text says ex		2	Employ, develop and refine schema to understand and create text.
	ences drawn from the text.	well as inferences drawn from the text.	from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
MULTIDIMENSIONALITY –RI.7.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as					Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
inferences drawn from the text.					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P	2. Students will determine centr		development; cite specific textual evi- port conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	RI.6.2	PROGRESSION RI.7.2	RI.8.2	7	Utilize digital resources to learn and share with others.
	Analyze how the central ideas are reflected in a text by citing particular details and/or	Determine central ideas of a text and analyze their develop- ment through citing textual evi-	Determine central ideas of a text and analyze how they are developed through relationships of key details,	8	Engage in specialized, discipline- specific literacy practices.
	providing an objective sum- mary.	dence, paraphrasing or summa- rizing.	citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY -RI.7.2			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text and analyze their development through <i>citing textual evidence, para-</i>			10	Develop a literacy identity that pro- motes lifelong learning.
	phrasing or summarizing.				HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION		1	Recognize that text is anything that
	RI.6.3	RI.7.3	RI.8.3		communicates a message.
	Analyze in detail how an au- thor develops a key individual, event or idea over the course	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses compari- sons, analogies or categories to make connections among and distinctions	2	Employ, develop and refine schem to understand and create text.
	of a text.		between ideas over the course of a text.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
		MULTIDIMENSIONALITY -RI.7.3	3		Utilize receptive and expressive la
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			4	guage arts to better understand s
	Analyze the INTERACTIONS BET	WEEN INDIVIDUALS, EVENTS AND I	DEAS over the course of a text.		others and the world.
				-	Apply strategic practices, with
				5	scaffolding and then independent to approach new literacy tasks.
	GUIDING PR	NCIPLE FOR READING INFORMA	ATIONAL TEXT		
		s and phrases as they are used in nings, and analyze how specific wor	a text, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
	PROGRESSION			_	Utilize digital resources to learn a
	RI.6.4	RI.7.4	RI.8.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including fig- urative, connotative and tech-	Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical	Determine the meaning of words and phrases as they are used in text, in- cluding figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
	nical meanings; analyze the impact of a specific word choice on meaning and tone.	meanings; analyze the impact of word choices on meaning and tone.	pact of specific word choices on mean- ing and tone.	9	Apply high level cognitive process to think deeply and critically about text.
		MULTIDIMENSIONALITY -RI.7.4	I		Dovelop a literacy identity that as
				10	Develop a literacy identity that pr
1		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT text, including figurative, connotative	10	motes lifelong learning.

	GUIDING PRI		Interdisciplinary		
P	5. Students will analyze the stru tions of the text relate to each o		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RI.6.5	RI.7.5	RI.8.5		communicates a message.
	Analyze how a particular sen- tence, paragraph, chapter or section fits into the overall	Analyze the structure an author uses to organize a text, includ- ing how the different sections	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in de-	2	Employ, develop and refine schema to understand and create text.
	structure of a text and con- tributes to the development of the ideas.	contribute to the whole and to the development of the ideas.	veloping and refining a key concept.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
					Utilize receptive and expressive lan-
		MULTIDIMENSIONALITY -RI.7.5		4	guage arts to better understand self, others and the world.
		prehension Purple (bold) = Analysis			
	Analyze the STRUCTURE an auth to the whole and to the develo	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Collaborate with others to create
P			e shape the content and style of a text.	6	new meaning.
	· · · · · · · · · · · · · · · · · · ·	·····) •··· • •·· • •·· • •·· • •·· •			Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.6.6	RI.7.6	RI.8.6		
	Determine an author's per- spective and purpose in a text, and explain how it is conveyed	Determine an author's perspec- tive and purpose in a text, and analyze how the author distin-	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and	8	Engage in specialized, discipline- specific literacy practices.
	in a text.	guishes his or her position from that of others.	responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY -RI.7.6	5		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's PERSPECTIVE and PURPOSE in a text, and analyze how the author distinguishes his			10	Develop a literacy identity that pro- motes lifelong learning.
	or her position from that of others.				HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Interdisciplinary
P	 Students will integrate and ev media and formats. 	aluate content presented in print/n	on-print forms of text found in diverse		Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RI.6.7	RI.7.7	RI.8.7	1	communicates a message.
	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non-print version of a text, ana- lyzing each media's portrayal of	Evaluate the advantages and disad- vantages of using print and non-print formats for presenting particular top-	2	Employ, develop and refine schema to understand and create text.
	understanding of a topic or issue.	the subject and its impact on the audience.	ics or ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	Green (italic) = Comp	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
Ľ	Compare/contrast a print to a r SUBJECT and its impact on the a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
2	 GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 			6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.6.8	RI.7.8	RI.8.8	7	share with others.
	Identify and evaluate the ar- gument and specific claims in a text, distinguishing claims	Identify and evaluate the argu- ment and specific claims in a text, assessing whether the rea-	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.
	that are supported by reasons and evidence from unsupport- ed claims.	soning is sound and the evi- dence is relevant and sufficient to support the claims.	the evidence is relevant and suffi- cient; recognize when irrelevant evi- dence is introduced.	9	Apply high level cognitive processes to think deeply and critically about text.
_ _	Green (italic) = Comp Identify and evaluate the ARGUI	10	Develop a literacy identity that pro- motes lifelong learning.		
		vant and sufficient to support the (HOME

	GUIDING PRIN		Interdisciplinary		
P	9. Students will analyze how two oknowledge or to compare the app	or more texts address similar themes o proaches the authors take.	or topics in order to build		Literacy Practices
		PROGRESSION			Recognize that text is anything that
	RI.6.9	RI.7.9	RI.8.9	1	communicates a message.
	Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic pre- sent key information by emphasiz- ing different evidence or advancing	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpreta-	2	Employ, develop and refine schema to understand and create text.
		different interpretations of facts.	tion.		View literacy experiences as transac-
	N	MULTIDIMENSIONALITY – RI.7.9		3	tional, interdisciplinary and transfor-
		ehension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	 	mational. Utilize receptive and expressive lan-
┍		HORS WRITING ABOUT THE SAME TOP dvancing different interpretations of f		4	guage arts to better understand self, others and the world.
					Apply strategic practices, with
2		NCIPLE FOR READING INFORMATIO		5	scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create
	RI.6.10	RI.7.10	RI.8.10	6	new meaning.
	Du the and of the year flouibly	ategies (i.e., questioning, gies (i.e., questioning, monitoring, gies (i.e., questioning, monitoring,			
	use a variety of comprehension strategies (i.e., questioning,	a variety of comprehension strate- gies (i.e., questioning, monitoring,	a variety of comprehension strate- gies (i.e., questioning, monitoring,	7	Utilize digital resources to learn and share with others.
	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	7 8	-
	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend, and analyze grade- level appropriate informational texts independently and profi- ciently.	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im-		share with others. Engage in specialized, discipline-
	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend, and analyze grade- level appropriate informational texts independently and profi- ciently.	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read, comprehend, and analyze grade- level appropriate informational texts independently and profi- ciently. M <i>Green (italic) = Compre</i> By the end of the year, flexibly use	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

Composition – Grade 7

Text Types and Purposes

Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropri-

- ate to task, purpose and audience.b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use transitions to create cohesion and clarify the relationships among claims.
- e. Establish and maintain a task appropriate writing style.

C.7.1

C.7.2

- f. Provide a concluding statement or section that supports the argument presented.
- g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

Composition – Grade 7

	Text Types and Purposes	4	Recognize that text is anything that	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas us- ing effective technique, relevant descriptive details and well-structured event sequences.	1	communicates a message.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.	
	b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
<u>C.7.3</u>	c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.		mational.	
<u></u>	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. Use precise words, relevant descriptive details, and sensory language to capture the action and con- vey experiences and events.	-	Apply strategic practices, with scaffolding and then independently,	
	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	5	to approach new literacy tasks.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create	
	Production and Distribution		new meaning.	
<u>C.7.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
	Research to Build and Present Knowledge		Engage in specialized, discipline-	
<u>C.7.5</u>	Conduct short research projects to answer a question, drawing on several sources and generating addi- tional related, focused questions for further research and investigation.	8	specific literacy practices.	
<u>C.7.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; as- sess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic		Apply high level cognitive processes to think deeply and critically about text.	
	MLA or APA citation.	10	Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.7.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

2

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

		PROGRESSION		1	Recogni commu
1	C.6.1	C.7.1	C.8.1		commu
	Compose arguments to support claims with clear reasons	Compose arguments to support claims with clear reasons and	Compose arguments to support claims with clear reasons and rele-	2	Employ, to unde
	and relevant evidence. a. Produce clear and coher-	relevant evidence. a. Produce clear and coherent	vant evidence.a. Produce clear and coherent	3	View lite tional, in mationa
	ent writing in which the development, organiza- tion, and style are appro-	writing in which the devel- opment, organization and style are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, purpose	4	Utilize r guage a others a
	priate to task, purpose and audience.	purpose and audience.	and audience.	5	Apply st scaffold to appro
	 Introduce claim(s) and or- ganize the reasons and evi- dence clearly. 	 b. Introduce claim(s), acknowledge opposing claims and counter/refute 	 b. Introduce claim(s), acknowledge and distinguish opposing claim (s) and counter/refute them, 	6	Collabo new me
		them and organize the rea- sons and evidence logically.	and organize the reasons and evidence logically.	7	Utilize c share w
	c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	c. Support claim(s) with logical rea- soning and relevant evidence,	8	Engage specific
	dence, using credible sources, acknowledging opposing claims and demonstrating an under-	dence, using accurate, credi- ble sources and demon- strating an understanding of the topic or text.	using accurate, credible sources and demonstrating an under- standing of the topic or text.	9	Apply h to think text.
	standing of the topic or text.			10	Develor motes li
					Γ

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9 Apply high level cognitive proc to think deeply and critically a text.					
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

			PROGRESSION				Interdisciplinary
	C.6.1		C.7.1		C.8.1		Literacy Practices
clau lati	e words, phrases and uses to clarify the re- onships among claim and reasons.	d.	Use transitions to create co- hesion and clarify the rela- tionships among claims.	d.	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	1	Recognize that text is anything that communicates a message.
	ablish and maintain a	e.	Establish and maintain a task	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
for	mal style.		appropriate writing style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
sta tha	ovide a concluding tement or section It follows from the	f.	Provide a concluding state- ment or section that sup- ports the argument present-	f.	Provide a concluding statement or section that supports the argu- ment presented.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
-	ument presented. th some guidance,	g.	ed. With some guidance, devel-	g.	With some guidance, develop and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
wri	velop and strengthen ting as needed by nning, revising, ed-		op and strengthen writing as needed by planning, revising, editing, rewriting or trying a		strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach,	6	Collaborate with others to create new meaning.
	g, rewriting or trying ew approach.		new approach, focusing on how well purpose and audi- ence have been addressed.		focusing on how well purpose and audience have been ad- dressed.	7	Utilize digital resources to learn and share with others.
						8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style <i>are appropriate</i>	1	Recognize that text is anything that communicates a message.
to task, purpose and audience.b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.	2	Employ, develop and refine schema to understand and create text.
 c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 d. Use TRANSITIONS to create cohesion and clarify the relationships among claims. e. Establish and maintain a task appropriate writing style. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

P

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	gif the effective selection, organize	1	Recognize that text is anything that	
	PROGRESSION		-	communicates a message.
C.6.2	C.7.2	C.8.2		Employ, develop and refine schema
Compose informative and/or explanatory texts to examine	Compose informative and/or ex- planatory texts to examine a top-	Compose informative and/or explan- atory texts to examine a topic and	2	to understand and create text.
a topic and convey ideas, concepts and information through the selection, organ- ization and analysis of rele-	ic and convey ideas, concepts and information through the selec- tion, organization and analysis of relevant content.	convey ideas, concepts, and infor- mation through the selection, organi- zation, and analysis of relevant con- tent.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
a. Produce clear and coher-	a. Produce clear and coherent	a. Produce clear and coherent	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ent writing in which the development, organiza- tion and style are appro- priate to task, purpose	writing in which the develop- ment, organization and style are appropriate to task, pur- pose and audience.	writing in which the develop- ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
and audience. b. Introduce a topic, pre-	\mathbf{D} . Incloude a code clearly, \mathbf{D}^{-}	cepts andize ideas, concepts, and infor-g strategiesmation into broader categories;n, classifica-include formatting, graphics and	6	Collaborate with others to create new meaning.
viewing what is to fol- low; organize ideas, con- cepts and information, using strategies such as	ganize ideas, concepts and information, using strategies such as definition, classifica- tion, comparison/contrast		7	Utilize digital resources to learn and share with others.
definition, classification, comparison/contrast and cause/effect; include	and cause/effect; include for- matting, graphics and multi- media when useful to aiding	comprehension.	8	Engage in specialized, discipline- specific literacy practices.
formatting, graphics and multimedia when useful to aiding comprehen- sion.	comprehension.		9	Apply high level cognitive processes to think deeply and critically about text.
 Develop the topic with relevant facts, defini- tions, concrete details, quotations or other in- 	 Develop the topic with rele- vant facts, definitions, con- crete details, quotations or other information and exam- 	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or	10	Develop a literacy identity that pro- motes lifelong learning.
formation and examples.	ples.	other information and examples.		HOME

		PROGRESSION			Interdisciplinary
	C.6.2	C.7.2	C.8.2		Literacy Practices
	 Use appropriate transi- tions to clarify the rela- tionships among ideas and concepts. 	 Use appropriate transitions to create cohesion and clarify the relationships among ide- as and concepts. 	 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 	1	Recognize that text is anything that communicates a message.
	e. Use precise language and domain-specific vo-	e. Use precise language and domain-specific vocabulary	e. Use precise language and do- main-specific vocabulary to in-	2	Employ, develop and refine schema to understand and create text.
_	cabulary to inform about or explain the topic.	to inform about or explain the topic.	form about or explain the topic.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	f. Establish and maintain a formal style.	f. Establish and maintain a for- mal style.	f. Establish and maintain a formal style.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	g. Provide a concluding statement or section that follows from the	g. Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre- sented.	 g. Provide a concluding statement or section that follows from and supports the information or ex- planation presented. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	information or explana- tion presented.			6	Collaborate with others to create new meaning.
	 With some guidance, develop and strengthen writing as needed by 	 With some guidance, devel- op and strengthen writing as needed by planning, revising, 	 With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- 	7	Utilize digital resources to learn and share with others.
	planning, revising, ed- iting, rewriting or trying a new approach, focus- ing on how well purpose	editing, rewriting or trying a new approach, focusing on how well purpose and audi- ence have been addressed.	writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	8	Engage in specialized, discipline- specific literacy practices.
	and audience have been addressed.	nd audience have been	uresseu.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.7.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- c. **Develop the topic with relevant** *facts, definitions, concrete details, quotations or other information and examples.*
- d. Use appropriate TRANSITIONS to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10 Develop a literacy identity that pro- motes lifelong learning.					
	HOME				

P

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

enective technique, weil-chi			Recognize that text is anything that	
	PROGRESSION		1	communicates a message.
C.6.3	C.7.3	C.8.3		Employ, develop and refine schema
Compose narratives to devel- op real or imagined experi-	Compose narratives to develop real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing effective	2	to understand and create text.
ences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-	multiple events, memories or ide- as using effective technique, rele- vant descriptive details and well- structured event sequences.	technique, well-chosen details and well-structured sequences for an in- tended purpose.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
structured event sequences.a. Produce clear and coherent writing in which the	a. Produce clear and coherent writing in which the develop-	 a. Produce clear and coherent writing in which the develop- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
development, organiza- tion and style are appro- priate to task, purpose and audience.	ment, organization, and style are appropriate to task, pur- pose and audience.	ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 Engage the reader by establishing a context and introducing a narra- 	 Engage the reader by estab- lishing a context and point of view and introducing a narra- 	b. Engage the reader by setting out a problem, situation or observa- tion, establishing a point of view	6	Collaborate with others to create new meaning.
tor and/or characters; organize an event se- quence that unfolds nat-	tor and/or characters; organ- ize an event sequence that unfolds naturally and logical-	and introducing a narrator and/or characters; create a smooth pro- gression of experiences or	7	Utilize digital resources to learn and share with others.
urally and logically.	ly.	events.	8	Engage in specialized, discipline- specific literacy practices.
 C. Use narrative tech- niques, such as dialogue, pacing and description, to develop experiences, events and/or charac- 	 C. Use narrative techniques, such as dialogue, pacing and description, to develop expe- riences, events and/or char- acters. 	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experienc- es, events and/or characters.	9	Apply high level cognitive processes to think deeply and critically about text.
ters.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

PROGRESSION							Interdisciplinary
	C.6.3		C.7.3		C.8.3		Literacy Practices
d.	Use a variety of transi- tion words to convey sequence and signal shifts from one time	d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-	d.	Use a variety of transitions to con- vey sequence, signal shifts from one time frame or setting to an- other and show the relationships	1	Recognize that text is anything that communicates a message.
	frame or setting to an- other.		other.		among experiences and events.	2	Employ, develop and refine schema to understand and create text.
e.	Use precise words and phrases, relevant de- scriptive details and sen-	e.	descriptive details and sen- sory language to capture the	e.	Use precise words and phrases, relevant descriptive details and sensory language to capture the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sory language to convey experiences and events.		action and convey experienc- es and events.		action and convey experiences and events.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f.	Provide a conclusion that follows from the narrated experiences or events.	f.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	f.	Provide a conclusion that con- nects the narrative's relevance to the intended purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	With guidance, develop and strengthen writing	g.	With guidance, develop and strengthen writing as needed	g.	With guidance, develop and strengthen writing as needed by	6	Collaborate with others to create new meaning.
	as needed by planning, revising, editing, re- writing or trying a new		by planning, revising, editing, rewriting or trying a new ap- proach.		planning, revising, editing, re- writing or trying a new approach.	7	Utilize digital resources to learn and share with others.
	approach.					8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose NARRATIVES to develop real or imagined *experiences or multiple events, memories or ideas* using effective technique, relevant descriptive details and well-structured event sequences.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **c.** Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
- *d.* Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
- e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- g. With guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.					
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processesto think deeply and critically about text.					
10 Develop a literacy identity that pro- motes lifelong learning.						
	HOME					

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

		1	Recognize that text is anything that communicates a message.		
	C.6.4	C.7.4	C.8.4		
	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to inter- act and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
	others; cite sources using MLA or APA format.	others; cite sources using MLA or APA format.	cite sources using MLA or APA for- mat.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		1ULTIDIMENSIONALITY - C.7.4			Utilize receptive and expressive lan-
_		ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	Use DIGITAL RESOURCES to create ers; cite sources using MLA or APA	interact and collaborate with oth-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUID	NG PRINCIPLE FOR COMPOSITIO	N		Collaborate with others to create
		vell as more sustained research proje		6	new meaning.
	demonstrating understanding of t		Utilize digital resources to learn and		
		PROGRESSION		7	share with others.
	C.6.5	C.7.5	C.8.5		Frances in an existing duding in line
				8	Engage in specialized, discipline- specific literacy practices.
		several sources and generating additional related, focused ques- tions for further research and in- vestigation.	generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about text.
	۱		Develop a literacy identity that pro-		
	Green (italic) = Compre	10	motes lifelong learning.		
	Conduct short RESEARCH projects to answer a question , <i>drawing on several sources</i> and generating additional related, focused questions for further research and investigation.				HOME



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

PROGRESSION				1	Recognize that text is anything that
	C.6.6	C.7.6	C.8.6		communicates a message.
	Gather relevant information from multiple print and digital sources; assess the credibility	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
	of each source; and, in order to reflect or interpret, quote or paraphrase data and con- clusions of others, avoiding	sess the credibility and accuracy of each source; and, in order to en- gage in reflection or analysis, quote or paraphrase data and con-	sess the credibility and accuracy of each source; and, in order to re- flect, analyze or complete short research projects, quote or para-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	plagiarism by providing in- text and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	phrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.7.6			Apply strategic practices, with
	Green (italic) = Com Gather relevant information fro	prehension Purple (bold) = Analysis M m multiple print and digital sources, us		5	scaffolding and then independently, to approach new literacy tasks.
đ	the credibility and accuracy of	reflection or analysis, QUOTE OR on by providing in-text and biblio-	6	Collaborate with others to create new meaning.	
	GUI	DING PRINCIPLE FOR COMPOSITIO	N		Utilize digital resources to learn and
2		ely over extended and shorter time fra		7	share with others.
		PROGRESSION		8	Engage in specialized, discipline-
	C.6.7	C.7.7	C.8.7	0	specific literacy practices.
~	extended time frames and shorter time frames for a variety of tasks, purposes	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.	MULTIDIMENSIONALITY - C.7.7			Develop a literacy identity that pro-
	Green (italic) = Com	prehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 7		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.
<u>L.7.1</u>	 In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 	2	Employ, develop and refine schema to understand and create text.
<u>L.7.2</u>	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives.		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. Knowledge of Language	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.7.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vocabulary Acquisition and Use	6	Collaborate with others to create new meaning.
	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 	7	Utilize digital resources to learn and share with others.
<u>L.7.4</u>	 b. Use Greek and Latin affixes and roots as clues to the meaning of a word c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. 	8	Engage in specialized, discipline- specific literacy practices.
	 d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 		Apply high level cognitive processes to think deeply and critically about text.
<u>L.7.5</u>	 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. 	10	Develop a literacy identity that pro- motes lifelong learning.
	c. Distinguish among the connotations of words with similar denotations.		HOME

P

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	PROGRESSION				Recognize that text is anything that
	L.6.1	L.7.1	L.8.1	1	communicates a message.
	In both written and oral expression:a. Recognize vague pronouns and correct pronoun errors,	In both written and oral expres- sion: a. Create sentences using cor- rectly placed clauses and	 In both written and oral expression: a. Identify verbals correctly based on their intended function. 	2	Employ, develop and refine schema to understand and create text.
	including but not limited to subjective, objective, pos- sessive and intensive pro-	phrases.	 b. Demonstrate appropriate use of verbs in the active and pas- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	nouns. b. Recognize and correct inap-	use of simple, compound, complex and compound- complex sentences to signal	sive voice.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	propriate shifts in pronoun number and person.	differing relationships among ideas.	c. Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Recognize variations from standard English, and imple- ment strategies to improve expression in conventional 		while recognizing and cor- recting inappropriate shifts.	6	Collaborate with others to create new meaning.
	language.	IULTIDIMENSIONALITY - L.7.1		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compro		AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	 In both written and oral expression: a. Create sentences using correctly placed CLAUSES AND PHRASES. b. Demonstrate appropriate use of SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES to signal differing relationships among ideas. 			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

		PROGRESSION		_	Recognize that text is anything that
	L.6.2	L.7.2	L.8.2	1	communicates a message.
	When writing: a. Demonstrate appropriate use of punctuation	When writing: a. Demonstrate appropriate use of a comma to separate	When writing:a. Demonstrate appropriate use of punctuation to indicate a	2	Employ, develop and refine schema to understand and create text.
_	(commas, parentheses, dashes) to set off nonre- strictive/parenthetical ele-	coordinate adjectives.	pause or break.b. Demonstrate appropriate use of an ellipsis to indicate an	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	ments. b. Demonstrate appropriate	b. Demonstrate appropriate	omission. c. Demonstrate appropriate use	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	use of strategies to identify and correct spelling errors.	use of strategies and re- sources (print and electron- ic) to identify and correct	of strategies and resources (print and electronic) to identi- fy and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		spelling errors.		6	Collaborate with others to create new meaning.
		IULTIDIMENSIONALITY - L.7.2 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing:			8	Engage in specialized, discipline- specific literacy practices.
7		of a COMMA TO SEPARATE COORDII of strategies and resources (print an		9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

		PROGRESSION		1	Recognize that text is anything that
	L.6.3	L.7.3	L.8.3	_	communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speak-ing, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Vary sentence patterns for	a. Choose language that ex-	a. Use verbs in the active and	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	meaning, reader/listener interest and style.	presses ideas precisely and concisely, recognizing and eliminating wordiness and rodundancy	passive voice and in the condi- tional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 Maintain consistency in style and tone. 		action; expressing uncertainty or describing a state contrary to fact).	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		IULTIDIMENSIONALITY - L.7.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Interdisciplinary Literacy Practices

Recognize that text is anything that

order to be transition ready.			1	communicates a message.
	PROGRESSION			
L.6.4 Determine or clarify the mean-	L.7.4 Determine or clarify the mean-	L.8.4 Determine or clarify the meaning	2	Employ, develop and refine schema to understand and create text.
ing of unknown and multiple- meaning words and phrases based on grade 6 reading and content, choosing flexibly from	ing of unknown and multiple- meaning words and phrases based on grade 7 reading and content, choosing flexibly from	of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
an array of strategies. a. Use context (e.g., the overall	an array of strategies. a. Use context (e.g., the overall	a. Use context (e.g., the overall	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or para- graph; a word's position or function in a sentence) as a clue to the meaning of a word	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
word or phrase. b. Use Greek and Latin affixes	word or phrase. b. Use Greek and Latin affixes	or phrase.	6	Collaborate with others to create new meaning.
and roots as clues to the meaning of a word.	and roots as clues to the meaning of a word.	 Use Greek and Latin affixes and roots as clues to the meaning of a word. 	7	Utilize digital resources to learn and share with others.
 Consult print and digital ref- erence materials to find the pronunciation and deter- 	 Consult print and digital ref- erence materials to find the pronunciation and deter- 	c. Consult print and digital refer- ence materials to find the pro- nunciation and determine or	8	Engage in specialized, discipline- specific literacy practices.
mine or clarity the precise meaning of key words and phrases.	mine or clarity the precise meaning of key words and phrases.	nunclation and determine or clarify the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION			Interdisciplinary
	L.6.4	L.7.4	L.8.4		
	 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; 	 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; 	grade-appropriate general aca- demic and domain-specific	1	Literacy Practices Recognize that text is anything that communicates a message.
•	gather vocabulary knowledge when consider- ing a word or phrase im-	gather vocabulary knowledge when consider- ing a word or phrase im-	cabulary knowledge when con- sidering a word or phrase im- portant to comprehension or	2	Employ, develop and refine schema to understand and create text.
	portant to comprehension or expression.	portant to comprehension or expression.	expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
				4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ן Green (italic) = Compi	AULTIDIMENSIONALITY - L.7.4 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning reading and content, choosing fle	of unknown and multiple-meaning w xibly from an array of strategies.	ords and phrases based on grade 7	6	Collaborate with others to create new meaning.
	sentence) as a clue to the me	meaning of a sentence or paragraph aning of a word or phrase. S AND ROOTS as clues to the meaning		7	Utilize digital resources to learn and share with others.
		ence materials to find the pronunciat	ion and determine or clarity the pre-	8	Engage in specialized, discipline- specific literacy practices.
		rade-appropriate general academic a nowledge when considering a word	and domain-specific words and or phrase important to comprehen-	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Demonstrate understanding of word relationships and nuances in word meanings.

2

	PROGRESSION				Decognize that toyt is anything that
	L.6.5	L.7.5	L.8.5	1	Recognize that text is anything that communicates a message.
	Demonstrate understanding of, figurative language, word rela- tionships and nuances in word	Demonstrate understanding of, figurative language, word rela- tionships and nuances in word	Demonstrate understanding of, figurative language, word relation- ships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	meanings.	meanings.	ings.		
	 a. Interpret figurative lan- guage, including but not 	 a. Interpret figurative lan- guage, including but not lim- 	a. Interpret figurative language, including but not limited to	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	limited to personification, in context. b. Use the relationship be-	ited to allusions, in context. b. Use the relationship be-	irony, in context. b. Use the relationship between	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tween particular words to better understand each of the words.	tween particular words to improve understanding.	particular words to better un- derstand each of the words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Distinguish among the con- notations of words with sim- ilar denotations. 	 Distinguish among the con- notations of words with sim- ilar denotations. 	 Distinguish among the conno- tations of words with similar denotations. 	6	Collaborate with others to create new meaning.
		ULTIDIMENSIONALITY - L.7.5		7	Utilize digital resources to learn and share with others.
	 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to ALLUSIONS, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS. 			8	Engage in specialized, discipline- specific literacy practices.
7				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	Reading Standards for Literature - Grade 8	Interdisciplinary Literacy Practices		
	Key Ideas and Details			
<u>RL.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.	
<u>RL.8.2</u>	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.	
<u>RL.8.3</u>	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of specific word choices on meaning and tone, including but	4	guage arts to better understand self, others and the world.	
	not limited to analogies or allusions to other texts.		Apply strategic practices, with	
<u>RL.8.5</u>	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RL.8.6</u>	nalyze characters' and readers' perspectives and how the differences create effects, including but ot limited to suspense, humor and empathy.		Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		Litilize digital recourses to leave and	
<u>RL.8.7</u>	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs		Utilize digital resources to learn and share with others.	
	from the text or script, evaluating choices made by the director or actors.	8	Engage in specialized, discipline-	
<u>RL.8.8</u>	(Not applicable to literature)		specific literacy practices.	
<u>RL.8.9</u>	.9 Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.		Apply high level cognitive processes to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity			
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.	
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME	

2

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

PROGRESSION					
	RL.7.1	RL.8.1	RL.9-10.1	1 ¹	
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as infer- ences drawn from the text.	2	
	from the text.	interences drawn nom the text.	ences drawn nom the text.		
MULTIDIMENSIONALITY - RL.8.1					
٦	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				
				5	

GUIDING PRINCIPLE FOR READING LITERATURE

2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

	the text.				
PROGRESSIONS					
	RL.7.2	RL.8.2	RL.9-10.2	7	Utilize digital resources to learn and share with others.
	Determine themes of a	Determine themes of a text,	Determine a theme or central idea of a		share with others.
	text, and analyze their de- velopment through citing textual evidence, para- phrasing or summarizing. and analyze how they are developed through relation- ships of characters, setting, and plot, citing textual evi- dence, paraphrasing or sum- marizing.	text, and analyze in detail its develop- ment over the course of the text, in- cluding how it emerges and is shaped and refined by specific details.	8	Engage in specialized, discipline- specific literacy practices.	
			9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.8.2				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME	

Interdisciplinary Literacy Practices

communicates a message.

mational.

6

others and the world.

new meaning.

Apply strategic practices, with

Recognize that text is anything that

Employ, develop and refine schema to understand and create text.

View literacy experiences as transactional, interdisciplinary and transfor-

Utilize receptive and expressive language arts to better understand self,

scaffolding and then independently, to approach new literacy tasks.

Collaborate with others to create

P

3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION					Recognize that text is anything that	
	RL.7.3	RL.8.3	RL.8.3	1	communicates a message.	
	Analyze how particular ele- ments of a story or drama in- fluence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke	Analyze how complex characters develop over the course of a text, interact with other characters and	2	Employ, develop and refine schema to understand and create text.	
		a decision. MULTIDIMENSIONALITY - RL.8.3	advance the plot or develop themes.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Green (italic) = Comp		/AROON (CAPS) = CONTENT	_	Utilize receptive and expressive lan-	
	Analyze how <i>particular</i> LINES O veal aspects of a character or p	F DIALOGUE OR INCIDENTS IN A STOP rovoke a decision.	RY OR DRAMA propel the action, re-	4	guage arts to better understand self, others and the world.	
				_	Apply strategic practices, with	
	GUIDIN	G PRINCIPLE FOR READING LITER	ATURE	5	scaffolding and then independently, to approach new literacy tasks.	
P	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.			6	Collaborate with others to create	
		PROGRESSION			new meaning.	
	RL.7.4	RL.8.4	RL.9-10.4	7	Utilize digital resources to learn and	
	Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are used in a	Determine the meaning of words and phrases as they are used in the		share with others.	
	used in a text, including fig- urative and connotative meanings; analyze the impact	text, including figurative and con- notative meanings; analyze the impact of specific word choices	text, including figurative and conno- tative meanings; analyze the cumu-	8	Engage in specialized, discipline- specific literacy practices.	
	of rhymes and other repeti- tions of sounds on a passage.	on meaning and tone, including but not limited to analogies or allusions to other texts.	lative impact of specific word choic- es on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.8.4			Develop a literacy identity that pro-	
		s and phrases as they are used in a te	xt, including figurative and connota-	10	motes lifelong learning.	
	tive meanings; analyze the impa limited to ANALOGIES or ALLUSI	act of specific WORD CHOICES on me ONS to other texts.	aning and TONE, including but not			



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.7.5	RL.8.5	RL.9-10.5		communicates a message.
	Analyze how the form or structure of a drama, poem or prose text contributes to its	Compare/contrast the structure of two or more texts, and ana- lyze how the differing structure	Analyze how an author's choices con- cerning how to structure a text, order events within it and manipulate time	2	Employ, develop and refine schema to understand and create text.
	meaning.	of each text contributes to its meaning and style.	create such effects as mystery, ten- sion or surprise.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.8.5 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
]	Compare/contrast the structure TEXT contributes to its meaning		how the differing STRUCTURE OF EACH	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create
9			e shape the content and style of a text.	6	new meaning.
			· ·	-	Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.7.6 Analyze how an author develops and contrasts the per-	RL.8.6 Analyze characters' and read- ers' perspectives and how the	RL.9-10.6 Analyze a particular author's perspec- tive or cultural experience reflected in	8	Engage in specialized, discipline- specific literacy practices.
	spective of different charac- ters or narrators in a text.	differences create effects, in- cluding but not limited to sus- pense, humor and empathy.	a work of literature by drawing on a wide reading of world literature.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.8.6	5		
_		orehension Purple (bold) = Analysis s' PERSPECTIVES and how the differ	MAROON (CAPS) = CONTENT rences create effects, including but not	10	Develop a literacy identity that pro- motes lifelong learning.
┛	limited to SUSPENSE, HUMOR A	ND EMPATHY.			HOME

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION		1	Recognize that text is anything that	
	RL.7.7	RL.8.7	RL.9-10.7		communicates a message.
	Compare/contrast reading a print text and viewing its visu- al/oral presentation, analyzing	Analyze the extent to which a filmed/live production of a sto- ry or drama stays faithful to or	Analyze the representation of a sub- ject or a key scene in two different artistic mediums, including what is	2	Employ, develop and refine scheme to understand and create text.
	the effects of techniques unique to each medium.	departs from the text or script, evaluating choices made by the director or actors.	emphasized or absent in each treat- ment.	3	View literacy experiences as transa tional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.8. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan guage arts to better understand se others and the world.
]		EILMED/LIVE PRODUCTION OF A STO aluating choices made by the direc	ORY OR DRAMA stays faithful to or de- tor or actors.	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
		IG PRINCIPLE FOR READING LITE		6	Collaborate with others to create new meaning.
		valuate the argument, specific clain	RATURE ns and evidence in a text, assessing the	6	new meaning. Utilize digital resources to learn ar
	8. Students will delineate and e	valuate the argument, specific clain		-	
	8. Students will delineate and e	valuate the argument, specific clain nd sufficiency.		7	new meaning. Utilize digital resources to learn ar
	8. Students will delineate and evalidity, reasoning, relevance and	valuate the argument, specific clain nd sufficiency. PROGRESSION	ns and evidence in a text, assessing the	-	new meaning. Utilize digital resources to learn ar share with others.
	8. Students will delineate and ev validity, reasoning, relevance an RL.7.8	valuate the argument, specific clain nd sufficiency. PROGRESSION RL.8.8	ns and evidence in a text, assessing the RL.9-10.8	7	 new meaning. Utilize digital resources to learn ar share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processed
	 8. Students will delineate and evalidity, reasoning, relevance an RL.7.8 (Not applicable to literature) 	valuate the argument, specific clain nd sufficiency. PROGRESSION RL.8.8	RL.9-10.8 (Not applicable to literature)	7 8	new meaning. Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processe to think deeply and critically about text.
	 8. Students will delineate and evalidity, reasoning, relevance and evaluation of the second se	valuate the argument, specific clain ad sufficiency. PROGRESSION RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	7 8	 new meaning. Utilize digital resources to learn ar share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.7.9	RL.8.9	RL.9-10.9	1	communicates a message.
	Compare/contrast a fictional portrayal and a historical ac- count of the same period as a means to understand how au- thors use history.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or reli- gious works, including describing	Analyze how an author draws on and transforms source material in a specific work.	2	Employ, develop and refine schema to understand and create text.
	thors use history.	how the material is rendered new.		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		MULTIDIMENSIONALITY - RL.8.9			mational.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how a MODERN WORK OF FICTION draws on THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES from MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including describing how the material is				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	rendered new. GUIDING PRINCIPLE FOR READING LITERATURE			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	10. Students will read, comprehe	nd and analyze complex literary texts PROGRESSION	s independently and proficiently.	6	Collaborate with others to create
	RL.7.10	RL.8.10	RL.9-10.10		new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu-	7	Utilize digital resources to learn and share with others.
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	alizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropri-	8	Engage in specialized, discipline- specific literacy practices.
	comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	ate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		IULTIDIMENSIONALITY - RL.8.10			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring,		10	Develop a literacy identity that pro- motes lifelong learning.	
	visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.				HOME

	Reading Standards for Informational Text - Grade 8		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.8.2</u>	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RI.8.3</u>	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, conno- tative and technical meanings; analyze the impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RI.8.5</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sen- tences in developing and refining a key concept.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.8.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.8.7</u>	Evaluate the advantages and disadvantages of using print and non-print formats for presenting par- ticular topics or ideas.	7	Utilize digital resources to learn and share with others.
<u>RI.8.8</u>	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.8.9</u>	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.		Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.8.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropriate, complex informational texts		Develop a literacy identity that pro- motes lifelong learning.
	independently and proficiently.		HOME

	GUIDING PR		Interdisciplinary		
P	 Students will read closely to d it; cite specific textual evidence 		Literacy Practices		
	RI.7.1	PROGRESSION RI.8.1	RI.9-10.1	1	Recognize that text is anything that communicates a message.
	Cite several pieces of textual evidence to support analysis of what the text says explicitly	Cite relevant textual evidence to support analysis of what the text says explicitly as well as	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as infer-	2	Employ, develop and refine schema to understand and create text.
	as well as inferences drawn from the text.	inferences drawn from the text.	ences drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
–	MULTIDIMENSIONALITY - RI.8.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as infer-				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
P	ences drawn from the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine centr		ATIONAL TEXT development; cite specific textual evi- oport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.7.2	RI.8.2	RI.9-10.2	1	share with others.
	Determine central ideas of a text, and analyze their devel- opment through citing textual evidence, paraphrasing or	Determine central ideas of a text, and analyze how they are developed through relation- ships of key details, citing textu-	Determine central ideas of a text, and analyze in detail their development over the course of the text, including how they emerge and are shaped and	8	Engage in specialized, discipline- specific literacy practices.
•	summarizing.	al evidence, paraphrasing or summarizing.	refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
		2			
		prehension Purple (bold) = Analysis text, and analyze how they are deve	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	tails, citing textual evidence, par	aphrasing or summarizing.			HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

		PROGRESSION			Recognize that text is anything tha
	RI.7.3	RI.8.3	RI.9-10.3	1	communicates a message.
tween	e the interactions be- individuals, events and over the course of a	Analyze how an author uses comparisons, analogies or cate- gories to make connections among and distinctions be-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made,	2	Employ, develop and refine schen to understand and create text.
lext.		tween ideas over the course of a text.	how they are introduced and devel- oped and the connections that are drawn between them.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
Analyz		MULTIDIMENSIONALITY - RI.8.3 prehension Purple (bold) = Analysis DMPARISONS, ANALOGIES OR CATE		4	Utilize receptive and expressive la guage arts to better understand s others and the world.
distinc	tions between ideas over	the course of a text.		5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	dents will interpret words	INCIPLE FOR READING INFORM, and phrases as they are used in a t nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.7.4	RI.8.4	RI.9-10.4	7	share with others.
words used in	nine the meaning of and phrases as they are n a text, including fig-	Determine the meaning of words and phrases as they are used in text, including figura-	Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and	8	Engage in specialized, discipline- specific literacy practices.
nical n	e, connotative and tech- neanings; analyze the t of word choice on	tive, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	technical meanings; analyze the cumu- lative impact of specific word choices on meaning and tone.	9	Apply high level cognitive process to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.4	4		Develop a literapy identity that as
Data		prehension Purple (bold) = Analysis		10	Develop a literacy identity that pr motes lifelong learning.
		is and phrases as they are used in te e impact of specific WORD CHOICES	ext, including figurative, connotative and on meaning and TONE.		HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Interdisciplinary	
5. Students will analyze the strutions of the text relate to each of	ic sentences, paragraphs and larger por-		Literacy Practices		
RI.7.5	PROGRESSION RI.7.5 RI.8.5 RI.9-10.5				
Analyze the structure an au- thor uses to organize a text, including how the different	Analyze in detail the structure of a specific paragraph in a text, including the role of particular	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or	2	Employ, develop and refine schema to understand and create text.	
sections contribute to the whole and to the develop- ment of the ideas.	sentences in developing and refining a key concept.	larger portions of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
Green (italic) = Com	MULTIDIMENSIONALITY - RI.8. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	RE OF A SPECIFIC PARAGRAPH in a to	ext, including the role of particular sen-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.	
6. Students will analyze how poi		e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.	
	PROGRESSION				
RI.7.6 Determine an author's per- spective and purpose in a	RI.8.6 Determine an author's perspec- tive and purpose in a text, and	RI.9-10.6 Determine an author's point of view, perspective and purpose in a text, and	8	Engage in specialized, discipline- specific literacy practices.	
text, and analyze how the au- thor distinguishes his or her position from that of others.	analyze how the author acknowledges and responds to conflicting evidence or view- points.	analyze how an author uses rhetoric to advance that point of view or purpose.	9	Apply high level cognitive processes to think deeply and critically about text.	
Green (italic) = Com	MULTIDIMENSIONALITY - RI.8.0 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.	
Determine an author's PERSPEC responds to conflicting evidence		alyze how the author acknowledges and		HOME	

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION			1	Recognize that text is anything that
	RI.7.7	RI.8.7	RI.9-10.7		communicates a message.
	Compare/contrast a print to a non-print version of a text, analyzing each media's por-	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non- print formats, determining which de-	2	Employ, develop and refine schema to understand and create text.
•	trayal of the subject and its impact on the audience.	senting particular topics or ide- as.	tails are emphasized in each account.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
٦		MULTIDIMENSIONALITY - RI.8.3 prehension Purple (bold) = Analysis sadvantages of using PRINT AND N		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ticular topics or ideas.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
0			and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.7.8	RI.8.8	RI.9-10.8	7	share with others.
	Identify and evaluate the ar- gument and specific claims in a text, assessing whether the	Identify and evaluate the argu- ment and specific claims in a text, assessing whether the rea-	Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevancy and suffi-	8	Engage in specialized, discipline- specific literacy practices.
	reasoning is sound and the evidence is relevant and suffi- cient to support the claims.	soning is sound and the evi- dence is relevant and sufficient; recognize when irrelevant evi- dence is introduced.	ciency of the evidence; identify false statements and fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.8	8		
		orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT , assessing whether the reasoning is	10	Develop a literacy identity that pro- motes lifelong learning.
_]]		vant and sufficient; recognize when			HOME

	GUIDING PRI		Interdisciplinary		
	9. Students will analyze how two or to compare the approaches th		Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	RI.7.9	RI.8.9	RI.9-10.9	1	communicates a message.
	Analyze how two or more au- thors writing about the same topic present key information by emphasizing different evi-	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	2	Employ, develop and refine schema to understand and create text.
	dence or advancing different interpretations of facts.	terpretation.		3	View literacy experiences as trans- actional, interdisciplinary and trans-
	l l	MULTIDIMENSIONALITY - RI.8.9			formational.
			MAROON (CAPS) = CONTENT N THE SAME TOPIC, and identify where	4	Utilize receptive and expressive language arts to better understand self, others and the world.
					Apply strategic practices, with
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT			5	scaffolding and then independently, to approach new literacy tasks.
	10. Students will read, comprehe	nd and analyze complex information	al texts independently and proficiently.		Collaborate with others to create
		PROGRESSION		6	new meaning.
	RI.7.10	RI.8.10	RI.9-10.10		
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn and share with others.
	monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap-	8	Engage in specialized, discipline- specific literacy practices.
	comprehend and analyze grade -level appropriate, complex informational texts inde-	comprehend and analyze grade- level appropriate, complex infor- mational texts independently.	propriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	1	MULTIDIMENSIONALITY - RI.8.10			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu-				Develop a literacy identity that pro- motes lifelong learning.
∎	alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently				HOME

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and proficiently.

Composition – Grade 8

Text Types and Purposes

		1
	Compose arguments to support claims with clear reasons and relevant evidence.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2
	 Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. 	
6.9.4	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3
<u>C.8.1</u>	d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	4
	e. Establish and maintain a task appropriate writing style.	
	f. Provide a concluding statement or section that supports the argument presented.	
	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	5
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and in- formation through the selection, organization and analysis of relevant content.	6
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	7
	 Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. 	
	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotationsor other information and examples.	8
<u>C.8.2</u>	d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9
	f. Establish and maintain a formal style.	
	g. Provide a concluding statement or section that follows from and supports the information or expla- nation presented.	10
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	
	writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

Composition – Grade 8

Text Types and Purposes

	Text Types and Purposes		Pocognizo that toxt is anything that	
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	Recognize that text is anything that communicates a message.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.	
	 b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
C.8.3	ences, events and/or characters.			
<u>C.8.3</u>	 d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	 Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. 	_	Apply strategic practices, with	
	 Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. 	5	scaffolding and then independently, to approach new literacy tasks.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.	
	Production and Distribution of Writing		-	
<u>C.8.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
	Research to Build and Present Knowledge		Engage in specialized, discipline-	
<u>C.8.5</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	8	specific literacy practices.	
			Apply high level cognitive processes	
<u>C.8.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; as- sess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short re- search projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by		to think deeply and critically about text.	
	providing in-text and bibliographic MLA or APA citation.		Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.8.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	
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1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

		Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.7.1 Compose arguments to support claims with clear reasons and	C.8.1 Compose arguments to support claims with clear reasons and	C.9-10.1 Compose arguments to support claims in an analysis of substantive	2	Employ, develop and refine schema to understand and create text.
relevant evidence.	relevant evidence.	topics or texts, using valid reasoning and relevant and sufficient evi- dence.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce clear and coherent writing in which the devel- opment, organization and 	a. Produce clear and coherent writing in which the develop-	a. Produce clear and coherent writing in which the develop- ment, organization and style are	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
style are appropriate to task, purpose and audi- ence.	ment, organization and style are appropriate to task, pur- pose and audience.	appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce claim(s), acknowledge opposing 	 b. Introduce claim(s), acknowledge and distinguish 	 b. Introduce precise claim(s), dis- tinguish the claim(s) from alter- 	6	Collaborate with others to create new meaning.
claims and counter/refute them and organize the rea- sons and evidence logically.	opposing claim(s) and coun- ter/refute them, and organ- ize the reasons and evidence	nate or opposing claims and cre- ate an organization that estab- lishes clear relationships among	7	Utilize digital resources to learn and share with others.
,	logically.	claim(s), counterclaims, reasons and evidence.	8	Engage in specialized, discipline- specific literacy practices.
 Support claim(s) with logi- cal reasoning and relevant evidence, using accurate, credible sources and 	c. Support claim(s) with logical reasoning and relevant evi- dence, using accurate, credi-	c. Develop claim(s) and counter- claims fairly, supplying evidence for each while pointing out the	9	Apply high level cognitive processes to think deeply and critically about text.
demonstrating an under- standing of the topic or text.	ble sources and demon- strating an understanding of the topic or text.	strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns	10	Develop a literacy identity that pro- motes lifelong learning.
		concerns.		HOME

		Interdisciplinary			
	C.7.1	C.8.1	C.9-10.1		Literacy Practices
	 Use transitions to create cohesion and clarify the relationships among claims. 	 d. Use transitions to create cohesion and clarify the relation-ships among claim(s), counter-claims, reasons and evidence. 	 Link the major sections of the text cohesively, and clarify the relationships. 	1	Recognize that text is anything that communicates a message.
	e. Establish and maintain a	e. Establish and maintain a task	e. Establish and maintain a task	2	Employ, develop and refine schema to understand and create text.
_	task appropriate writing style.	appropriate writing style.	appropriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Provide a concluding statement or section that 	 f. Provide a concluding state- ment or section that supports 	 Provide a concluding state- ment or section that follows 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	supports the argument the argument presented.	from and supports the argu- ment presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 g. With some guidance, de- velop and strengthen writing as needed by plan- 	 g. With some guidance, develop and strengthen writing as needed by planning, revising, 	 g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or 	6	Collaborate with others to create new meaning.
	ning, revising, editing, re- writing or trying a new approach, focusing on	editing, rewriting or trying a new approach, focusing on how well purpose and audi-	trying a new approach, focus- ing on addressing what is most significant for a specific pur-	7	Utilize digital resources to learn and share with others.
	how well purpose and au- dience have been ad-	ence have been addressed.	pose and audience.	8	Engage in specialized, discipline- specific literacy practices.
	dressed.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.8.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		
Compose ARGUMENTS to support claims with clear reasons and relevant evidence.		Literacy Practices
a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	1	Recognize that text is anything that communicates a message.
b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.	2	Employ, develop and refine schema to understand and create text.
<i>C.</i> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e. Establish and maintain a task appropriate writing style.f. Provide a concluding statement or section that supports the argument presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. With some guidance, develop and strengthen writing as needed by planning, revising, <i>editing</i> , re- writing or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

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2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	DROCDECCION			
C.7.2	PROGRESSION C.8.2	C.9-10.2	1	Recognize that text is anything that communicates a message.
Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts	Compose informative and/or ex- planatory texts to examine and con- vey complex ideas, concepts and	2	Employ, develop and refine schema to understand and create text.
cepts and information through the selection, organization and analysis of relevant content.	and information through the se- lection, organization and analysis of relevant content.	information clearly and accurately through the effective selection, or- ganization and analysis of content.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce clear and coher- ent writing in which the development, organization 	 a. Produce clear and coherent writing in which the develop- ment, organization and style 	o- development and organization	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
and style are appropriate to task, purpose and audi- ence.	are appropriate to task, pur- pose and audience.	pose.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce a topic clearly; organize ideas, concepts and information, using 	 b. Introduce a topic clearly; organize ideas, concepts and information into broader 	 b. Introduce a topic; organize complex ideas, concepts and information to make important 	6	Collaborate with others to create new meaning.
strategies such as defini- tion, classification, compar- ison/contrast and	categories; include for- matting, graphics and multi- media when useful to aiding	connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.	7	Utilize digital resources to learn and share with others.
effect; include formatting, graphics and multimedia when useful to aiding com- prehension.	comprehension.		8	Engage in specialized, discipline- specific literacy practices.
c. Develop the topic with rel- evant facts, definitions, concrete details, quota-	 Develop the topic with rele- vant, well-chosen facts, defi- nitions, concrete details, 	 c. Develop the topic with well- chosen, relevant and sufficient facts, extended definitions, con- 	9	Apply high level cognitive processes to think deeply and critically about text.
tions or other information and examples.	tions or other information quotations or other infor-		10	Develop a literacy identity that pro- motes lifelong learning.
		knowledge of the topic.		HOME

PROGRESSION								Interdisciplinary
		C.7.2		C.8.2		C.9-10.2		Literacy Practices
	d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	transitions to link the major sections of the text, create co- hesion and clarify the relation-	1	Recognize that text is anything that communicates a message.
						ships among complex ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	e.	Use precise language and do- main-specific vocabulary to manage the complexity of the topic.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	f.	Establish and maintain a formal style.	f.	Establish and maintain a for- mal style.	f.	Establish and maintain a formal style and objective tone while	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
					attending to the norms and	attending to the norms and conventions of the discipline in which they are writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g.	Provide a concluding state- ment or section that fol- lows from and supports	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	Provide a concluding statement or section that follows from	6	Collaborate with others to create new meaning.
		the information or expla- nation presented.		mation or explanation pre- sented.		and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.
	h.	With some guidance, de- velop and strengthen writing as needed by plan-	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	Develop and strengthen writing as needed by planning, revis- ing, editing, rewriting, or trying	8	Engage in specialized, discipline- specific literacy practices.
		ning, revising, editing, re- writing or trying a new ap- proach, focusing on how well purpose and audience		editing, rewriting or trying a new approach, focusing on how well purpose and audi- ence have been addressed.		a new approach, focusing on addressing what is most signifi- cant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
		have been addressed.					10	Develop a literacy identity that pro- motes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.8.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- *c.* **Develop the topic with relevant** *facts, definitions, concrete details, quotations, or other information and examples.*
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. With some guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

	Literacy Practices					
1	Recognize that text is anything that communicates a message.					
2	Employ, develop and refine schema to understand and create text.					
View literacy experiences as transational, interdisciplinary and transformational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.					
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.					
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10 Develop a literacy identity that promotes lifelong learning.						
	HOME					

Interdisciplinary

2

3. Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

	inque, wen chosen actais and we	1	Recognize that text is anything that			
		PROGRESSION			communicates a message.	
	C.7.3 Compose narratives to develop real or imagined experiences or	C.8.3 Use narratives strategically in other modes of writing, utilizing	C.9-10.3 Use narratives strategically in other er modes of writing, utilizing effec-	2	Employ, develop and refine schema to understand and create text.	
	multiple events, memories or ideas, using effective tech- nique, relevant descriptive de-	effective technique, well-chosen details and well-structured se- quences for an intended purpose.	tive technique, well-chosen details and well-structured sequences for an intended purpose, including but	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	tails and well-structured event sequences.		not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
1	 Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to 	 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	writing in which the develop- ment, organization and style are appropriate to task, pur-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	task, purpose and audi- ence.	pose and audience. b. Engage the reader by setting	pose and audience. b. Engage and orient the reader	6	Collaborate with others to create new meaning.	
	 Engage the reader by es- tablishing a context and point of view and introduc- ing a narrator and/or char- 	out a problem, situation or observation, establishing a point of view and introducing	by setting out a problem, situa- tion or observation, establish- ing one or multiple point(s) of view and introducing a narra- tor and/or characters; create a smooth progression of experi-	7	Utilize digital resources to learn and share with others.	
	acters; organize an event sequence that unfolds nat- urally and logically.	a narrator and/or characters; create a smooth progression of experiences or events.		8	Engage in specialized, discipline- specific literacy practices.	
	c. Use narrative techniques, such as dialogue, pacing	 c. Use narrative techniques, such as dialogue, pacing, de- 	ences or events. c. Use narrative techniques, such as dialogue, pacing, descrip-	9	Apply high level cognitive processes to think deeply and critically about text.	
	and description, to develop experiences, events and/or characters.	scription and reflection, to develop experiences, events and/or characters.	tion, reflection and multiple plot lines, to develop experi- ences, events and/or charac-	10	Develop a literacy identity that pro- motes lifelong learning.	
			ters.	HOME		

		Interdisciplinary			
C.7.3	C.8.3		C.9-10.3		Literacy Practices
 Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to 	 Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show 	d.	Use a variety of techniques to sequence events so that they build on one another to cre- ate a coherent whole.	1	Recognize that text is anything that communicates a message.
another.	the relationships among expe- riences and events.			2	Employ, develop and refine schema to understand and create text.
e. Use precise words, relevant descriptive details and sensory language to capture	 e. Use precise words and phrases, relevant descriptive details and sensory language 	e.	Use precise words and phrases, telling details and sensory language to convey a	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
the action and convey experiences and events.	to capture the action and con- vey experiences and events.		vivid picture of the experienc- es, events, setting and/or characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f. Provide a conclusion that follows from and reflects	 f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the 	f.	Provide a conclusion that ex- plicitly connects the narra- tive's relevance to the intend-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
on the narrated experienc- es or events.	writing.	ed purpose of the writing.	6	Collaborate with others to create new meaning.	
g. With guidance, develop and strengthen writing as need- ed by planning, revising,	g. With guidance, develop and strengthen writing as needed by planning, revising, editing,	g.	Develop and strengthen writing as needed by plan- ning, revising, editing, re-	7	Utilize digital resources to learn and share with others.
editing, rewriting or trying a new approach.	g a rewriting or trying a new ap- proach. proach, focusing on address-	8	Engage in specialized, discipline- specific literacy practices.		
			ing what is most significant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.8.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

- Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.
- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
- g. With guidance, develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESS	SION		4	Recognize that text is anything that
C.7.4	C.8	.4	C.9-10.4	1	communicates a message.
Use digital resources to cr and publish products as w interact and collaborate w ers; cite sources using ML	ll as to and publish product of the second s	cts as well as to porate with oth-	Use digital resources to create, pub- lish and update individual or shared products, taking advantage of tech- nology's capacity to link to other in-	2	Employ, develop and refine schem to understand and create text.
APA format.	format.		formation and to display information flexibly and dynamically. Use a varie- ty of formats to cite sources.	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
	MULTIDIMENSION	ALITY - C.8.4			Utilize receptive and expressive la
Use DIGITAL RESOURCES			AROON (CAPS) = CONTENT eract and collaborate with others; <i>cite</i>	4	guage arts to better understand s others and the world.
sources using MLA or APA	ormat.				Apply strategic practices, with
				5	scaffolding and then independent
GUIDING PRINCIPLE FOR COMPOSITION					to approach new literacy tasks.
 5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. PROGRESSION 				6	Collaborate with others to create new meaning.
					-
C.7.5	C.7.5 C.8.5 C.9-10.5		7	Utilize digital resources to learn a	
Conduct short research put to answer a question, dra			Conduct short as well as more sus- tained research projects to answer a		share with others.
on several sources and ge ating additional related, for cused questions for further	er- generated question) several sources and	, drawing on	question (including a self-generated	8	Engage in specialized, discipline- specific literacy practices.
search and investigation.				9	Apply high level cognitive process to think deeply and critically about text.
	MULTIDIMENSION	ALITY - C.8.5		10	Develop a literacy identity that pr
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT					motes lifelong learning.
	projects to answer a quest ating new avenues for inqui		elf-generated question), drawing on		HOME
	340				



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

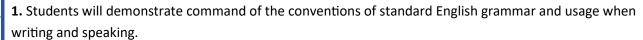
Interdisciplinary Literacy Practices

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C.7.6C.8.6C.9-10.6Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibili- ity and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclu- sions of others, avoiding plagia- rism by providing in-text and bibliographic MLA or APA citationGather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, ana- lyze or complete short research pro- jects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citationGather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in an- swering the research question; in- tegrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and fol-ZEmploy, develop and refine schema to understand and create text.Utilize receptive and expressive lan-			1	Recognize that text is anything that		
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Green (italic) = comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 5 scaffolding and then independently, to approach new literacy tasks. Gather relevant information from multiple print and digital source; using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS, while avoiding plagiarism by providing intext and bibliographic MLA or APA citation. 6 Collaborate with others to create new meaning. Image: Note: State of the state o		rism by providing in-text and bibliographic MLA or APA cita-		ation. selectively to maintain the now of ideas, avoiding plagiarism and fol- lowing a standard format for cita-		guage arts to better understand self,
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Y. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Y share with others. PROGRESSION PROGRESSION 8 Engage in specialized, discipline-specific literacy practices. C.7.7 C.8.7 C.9-10.7 Apply high level cognitive processes for a variety of tasks, purposes and audience service serv		QUOTE OR PARAPHRASE THE DA	TA AND CONCLUSIONS OF OTHERS, while		6	
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C.7.7 C.8.7 C.9-10.7 Apply high level cognitive processes time frames and short time frames for a variety of tasks, purposes and audience es. Apply high level cognitive processes to think deeply and critically about text.		and audiences.			Q	Engage in specialized, discipline-
Compose routinely over ex- tended time frames and shorter time frames for a variety of tasks, purposes and es.		C.7.7		C.9-10.7	0	specific literacy practices.
	~	Compose routinely over ex- tended time frames and shorter time frames for a variety of tasks, purposes and	Compose routinely over extended time frames and short time frames for a variety of tasks, purposes and audienc-	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and	9	to think deeply and critically about
MULTIDIMENSIONALITY - C.8.7 Develop a literacy identity that pro-				Develop a literacy identity that pro-		
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10			
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.			for a variety of tasks, purposes and		HOME	

	Language – Grade 8	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
<u>L.8.1</u>	 In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. 	2	communicates a message. Employ, develop and refine schema to understand and create text.
<u> </u>	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break.		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.8.2</u>			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Knowledge of Language		_	Apply strategic practices, with
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve	5	scaffolding and then independently, to approach new literacy tasks.
<u> </u>	particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and share with others.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Engage in specialized, discipline-
<u>L.8.4</u>	 b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the 	8	specific literacy practices.
	 precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.8.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations of words with similar denotations.		HOME

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		PROGRESSION			Recognize that text is anything that
	L.7.1	L.8.1	L.9-10.1	1	communicates a message.
	In both written and oral expres- sion: a. Create sentences using cor-	In both written and oral expres- sion: a. Identify verbals correctly	In both written and oral expression: a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
	rectly placed clauses and phrases. b. Demonstrate appropriate use	based on their intended func- tion.b. Demonstrate appropriate use	parallel structure. b. Demonstrate appropriate use of	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	of simple, compound, com- plex and compound-complex sentences to signal differing relationships among ideas.	of verbs in the active and pas- sive voice.	various types of phrases (noun, verb, adjectival, adverbial, parti- cipial, prepositional, absolute) and clauses (independent, de-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	relationships among ideas.	 Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood, 	pendent; noun, relative, adverbi- al) to convey specific meanings and add variety and interest to writing or presentations.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		while recognizing and cor- recting inappropriate shifts.		6	Collaborate with others to create new meaning.
	MULTIDIMENSIONALITY - L.8.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			7	Utilize digital resources to learn and share with others.
_	In both written and oral expression	on:		8	Engage in specialized, discipline- specific literacy practices.
	a. Identify VERBALS correctly basb. Demonstrate appropriate use	ed on their intended function. of VERBS IN THE ACTIVE AND PASSIV	E VOICE.	9	Apply high level cognitive processes to think deeply and critically about
		of VERBS IN THE INDICATIVE, IMPERA while recognizing and correcting ina	ATIVE, INTERROGATIVE, CONDITION- ppropriate shifts.		text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

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2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

	PROGRESSION		1	Recognize that text is anything that
L.7.2	L.8.2	L.9-10.2	-	communicates a message.
When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
of a comma to separate coor- dinate adjectives.	of punctuation to indicate a pause or break.	a semicolon with and without a conjunctive adverb to link two or more closely related independ- ent clauses.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Demonstrate appropriate use of strategies and resources (print and electronic) to iden- 	 Demonstrate appropriate use of an ellipsis to indicate an omission. 	 Demonstrate appropriate use of a colon to introduce a list or quotation. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
tify and correct spelling er- rors.	 Demonstrate appropriate use of strategies and resources 	 Demonstrate appropriate use of strategies and resources (print 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	(print and electronic) to iden- tify and correct spelling er- rors.	and electronic) to identify and correct spelling errors.	6	Collaborate with others to create new meaning.
	IULTIDIMENSIONALITY - L.8.2 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
When writing:			8	Engage in specialized, discipline- specific literacy practices.
a. Demonstrate appropriate use	of PUNCTUATION TO INDICATE A PA	AUSE OR BREAK.		Apply high level cognitive processes
	of an ELLIPSIS TO INDICATE AN OMI of strategies and resources (print ar	SSION. ad electronic) to identify and correct	9	to think deeply and critically about text.
spelling errors.			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSION		1	Recognize that text is anything that	
	L.7.3	L.8.3	L.9-10.3	_	communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Apply knowledge of language to un- derstand how language functions in different contexts, to make effective	2	Employ, develop and refine schema to understand and create text.
	 a. Choose language that ex- presses ideas precisely and 	 a. Use verbs in the active and passive voice and in the con- 	choices for meaning or style and to comprehend more fully when read- ing or listening.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	concisely, recognizing and eliminating wordiness and redundancy.	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor	a. Write and edit work so that it conforms to the guidelines in a	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		or the action, expressing un- certainty or describing a state contrary to fact).	style manual appropriate for the discipline and writing type.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J	a. Use VERBS IN THE ACTIVE AND achieve particular effects (e.g.,	conventions when writing, speaking, ro PASSIVE VOICE AND IN THE CONDITIO emphasizing the actor or the action,	NAL AND SUBJUNCTIVE MOOD to	9	Apply high level cognitive processes to think deeply and critically about text.
	a state contrary to fact).			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

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4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

order to be transition ready.	rds and phrases sufficient for reading	g, writ	ting, speaking and listening in	1	Recognize that text is anything that communicates a message.
	PROGRESSION				
L.7.4 Determine or clarify the meaning of unknown and multiple-	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning		L.9-10.4 ermine or clarify the meaning of nown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
meaning words and phrases based on grade 7 reading and content, choosing flexibly from an	words and phrases based on grade 8 reading and content, choosing flexibly from an array of	word 9-10	ds and phrases based on grades) reading and content, choosing bly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
array of strategies. a. Use context (e.g., the overall	strategies. a. Use context (e.g., the overall	a.	Use context (e.g., the overall	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a	meaning of a sentence or par- agraph; a word's position or function in a sentence) as a	:	meaning of a sentence, para- graph or text; a word's position or function in a sentence) as a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
clue to the meaning of a word or phrase.	clue to the meaning of a word or phrase.		clue to the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	 Use Greek and Latin affixes and roots as clues to the meaning of a word. 		Identify and correctly use patterns of word changes that indicate different meanings or	7	Utilize digital resources to learn and share with others.
			parts of speech.	8	Engage in specialized, discipline- specific literacy practices.
c. Consult print and digital ref- erence materials to find the pronunciation and determine or clarity the precise meaning	 c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning 		Consult general and specialized reference materials to find the pronunciation of a word or de- termine or clarify its precise	9	Apply high level cognitive processes to think deeply and critically about text.
of key words and phrases.	of key words and phrases.		meaning or its part of speech.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

		PROGRESSION			Interdisciplinary
	L.7.4	L.8.4	L.9-10.4		
	 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; 	 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 	 Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Literacy Practices Recognize that text is anything that communicates a message.
•	gather vocabulary knowledge when considering a word or phrase important to compre-	vocabulary knowledge when considering a word or phrase important to comprehension	speaking and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
	hension or expression.	or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			expression.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.4 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of reading and content, choosing fle	of unknown and multiple-meaning w xibly from an array of strategies.	ords and phrases based on grade 8	6	Collaborate with others to create new meaning.
	 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. 				Utilize digital resources to learn and share with others.
		ence materials to find the pronuncial	tion and determine or clarity the pre-	8	Engage in specialized, discipline- specific literacy practices.
		ade-appropriate general academic a owledge when considering a word o		9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

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		PROGRESSION			Recognize that text is anything that
	L.7.5	L.8.5	L.9-10.5	1	communicates a message.
	Demonstrate understanding of	Demonstrate understanding of	Demonstrate understanding of fig-		
	figurative language, word rela-	figurative language, word relation-	urative language, word relationships		Employ, develop and refine schema
	tionships and nuances in word	ships and nuances in word mean-	and nuances in word meanings.	2	to understand and create text.
	meanings.	ings.			
				3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	a. Interpret figurative language,	a. Interpret figurative language,	a. Interpret figures of speech in	Э	mational.
_	including but not limited to	including but not limited to	context, including but not lim-		
	allusions, in context.	irony, in context.	ited to euphemism and oxymo-	4	Utilize receptive and expressive lan- guage arts to better understand self,
			ron, and analyze their rhetorical	4	others and the world.
	b. Use the relationship between	b. Use the relationship between	function in the text.		
	particular words to improve	particular words to better un-		-	Apply strategic practices, with
	understanding.	derstand each of the words.	b. Analyze nuances in the meaning	5	scaffolding and then independently,
			of words with similar denota-		to approach new literacy tasks.
	c. Distinguish among the conno-	c. Distinguish among the conno-	tions.	C	Collaborate with others to create
	tations of words with similar	tations of words with similar		6	new meaning.
	denotations.	denotations.			
				7	Utilize digital resources to learn and
	N	ULTIDIMENSIONALITY - L.8.5		,	share with others.
	Green (italic) = Compre	ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT		
				8	Engage in specialized, discipline-
	Demonstrate understanding of fig	gurative language, word relationship	as and nuances in word meanings		specific literacy practices.
			_		Apply high level cognitive processes
	a. Interpret figurative language,	including but not limited to IRONY,	in context.	9	to think deeply and critically about
	b. Use the relationship between	particular words to better understa	nd each of the words.	•	text.
	c Distinguish among the CONN(OTATIONS of words with similar DEN	ΙΟΤΑΤΙΟΝS		
				10	Develop a literacy identity that pro-
				10	motes lifelong learning.
					HOME
					HOME

Kentucky Academic Standards for Reading and Writing: Grade 9-12 Overview

READING (RL AND RI)

K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. To meet this expectation for grades 9-12, students must read from a range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By analyzing and critiquing assigned and self-selected texts, students synthesize ideas to evaluate themselves and the world around them. Through skilled application of cognitive strategies, students will acquire rich content knowledge and develop into independent, proficient lifelong learners.

Students continue to develop the habit of reading closely as they encounter increasingly difficult texts during grades 9-12. Students are expected to read closely to analyze authors' choices. They must cite relevant and thorough evidence to support analysis of how themes, central ideas, elements, etc., are developed over the course of texts. Students also analyze how authors create and use effects, such as word choice, structure, point of view and perspective and rhetoric, within texts in order to impact the reader/audience. A critical focus is on the domain of evaluation. Students must be equipped to evaluate text structures, diverse media interpretations and accounts of subjects as well as arguments, claims, evidence and reasoning.

The linear progression of the standards promotes the spiraling of foundational content and concepts from year to year. Within the grade level, alignment between standards is also present and should be addressed in multiple grade-level appropriate texts. Students must be exposed to and taught from grade-level appropriate, complex texts. Teachers should supplement quantitative measures, such as Lexile and Flesch-Kincaid, with qualitative measures, such as Tier 2 and Tier 3 vocabulary in context and subject-knowledge requirements, to determine the instructional purpose for texts and text sets.

COMPOSITION

Within these standards, students must use a combination of relevant print, non-print and digital resources to compose a variety of argumentative, informative/explanatory and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. To support central ideas in various modes of writing, students will develop ideas through rhetorical strategies, including but not limited to embedding a narrative. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

LANGUAGE

Within these standards, students must demonstrate firm control over the conventions of Standard English. To enhance their craft and express themselves convincingly, students must make intentional choices in diction, syntax and rhetoric. Students need to determine or clarify the meaning of nuanced words and phrases, choosing flexibly from an array of strategies to aid them. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.



	Reading Standards for Literature - Grade 9-10		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.9-</u> <u>10.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.9-</u> <u>10.2</u>	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	2	Employ, develop and refine schema to understand and create text.
<u>RL.9-</u> <u>10.3</u>	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.9-</u> 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RL.9-</u> <u>10.5</u>	Analyze how an author's choices concerning how to structure a text, order events within it and ma- nipulate time create such effects as mystery, tension or surprise.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.9-</u> <u>10.6</u>	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.9-</u> 10.7	RL.9 - Analyze the representation of a subject or a key scene in two different artistic mediums, including		share with others.
<u>RL.9-</u> <u>10.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.9-</u> <u>10.9</u>	Analyze how an author draws on and transforms source material in a specific work.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.9-</u>	y the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ng, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that pro- motes lifelong learning.
<u>10.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

	GUIDIN		Interdisciplinary				
		determine what the text says explici to support conclusions drawn from	itly and to make logical inferences from the text.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that		
	RL.8.1	RL.9-10.1	RL.11.12.1	-	communicates a message.		
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough textual evi- dence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.		
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-		
	I	MULTIDIMENSIONALITY RL.9-10	.1		mational.		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
					Apply strategic practices, with scaffolding and then independently,		
	GUIDING PRINCIPLE FOR READING LITERATURE				to approach new literacy tasks.		
6	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.				Collaborate with others to create new meaning.		
		PROGRESSION					
	RL.8.2	RL.9-10.2	RL.11-12.2	7	Utilize digital resources to learn and share with others.		
	Determine themes of a text and analyze how they are de- veloped through relationships of characters, setting and plot,	Determine a theme or central idea of a text and analyze in detail its development over the	Determine two or more themes or cen- tral ideas of a text and analyze their development over the course of the	8	Engage in specialized, discipline- specific literacy practices.		
•	citing textual evidence, para- phrasing or summarizing.	course of the text, including how it emerges and is shaped and refined by specific details.	text, including how they interact and build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.		
	N	/ULTIDIMENSIONALITY - RL.9-10	n 2		Develop a literapy identity that and		
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.		
	Determine a THEME OR CENTRA the text, including how it emerg		HOME				



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

Interdisciplinary **Literacy Practices**

	PROGRESSION			1	Recognize that text is anything that
	RL.8.3	RL.9-10.3	RL.11-12.3	-	communicates a message.
	Analyze how particular lines of dialogue or incidents in a story or drama propel the ac- tion, reveal aspects of a char-	Analyze how complex charac- ters develop over the course of a text, interact with other char- acters and advance the plot or	Analyze the impact of the author's choices over the course of a text re- garding how to develop and relate elements of a story or drama.	2	Employ, develop and refine schema to understand and create text.
	acter, or provoke a decision.	develop themes.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
]	Green (italic) = Comp Analyze how COMPLEX CHARAC advance the plot or develop the	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
9	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.				Collaborate with others to create new meaning.
		PROGRESSION			
	RL.8.4 Determine the meaning of	RL.9-10.4 Determine the meaning of	RL.11-12.4 Determine the meaning of words and	7	Utilize digital resources to learn and share with others.
	words and phrases as they are used in a text, including fig- urative and connotative meanings; analyze the impact	words and phrases as they are used in the text, including fig- urative and connotative mean- ings; analyze the cumulative	phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative im- pact of specific word choices on mean-	8	Engage in specialized, discipline- specific literacy practices.
	of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	impact of specific word choices on meaning and tone.	ing and tone and on the text as a whole.	9	Apply high level cognitive processes to think deeply and critically about text.
	N	ULTIDIMENSIONALITY - RL.9-10).4		Develop a literacy identity that pro-
		brehension Purple (bold) = Analysis Is and phrases as they are used in the	· · ·	10	motes lifelong learning.
P	Determine the meaning of words and phrases as they are used in the text, including figurative and connota- tive meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE Interdisciplinary 5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger por-**Literacy Practices** tions of the text relate to each other and the whole. Recognize that text is anything that PROGRESSION 1 communicates a message. RL.8.5 RL.9-10.5 RL.11-12.5 Compare/contrast the struc-Analyze how an author's choices con-Analyze how an author's choic-Employ, develop and refine schema ture of two or more texts, and es concerning how to structure cerning how to structure specific parts 2 to understand and create text. analyze how the differing a text, order events within it of a text contribute to its overall strucstructure of each text contribture and meaning as well as its aesand manipulate time create View literacy experiences as transacutes to its meaning and style. such effects as mystery, tension thetic impact. 3 tional, interdisciplinary and transforor surprise. mational. Utilize receptive and expressive lan-**MULTIDIMENSIONALITY - RL.9-10.5** 4 guage arts to better understand self, Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT others and the world. Analyze how an author's choices concerning how to STRUCTURE A TEXT, ORDER EVENTS within it and MA-Apply strategic practices, with NIPULATE TIME create such effects as mystery, tension or surprise. 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR READING LITERATURE** Collaborate with others to create 6 new meaning. 6. Students will analyze how point of view, perspective and purpose shape the content and style of a text. Utilize digital resources to learn and PROGRESSION 7 share with others. RL.8.6 RL.9-10.6 RL.11-12.6 Analyze characters' and read-Analyze a particular author's Analyze how point of view and per-Engage in specialized, discipline-8 ers' perspectives and how the perspective or cultural experispective are used to manipulate the specific literacy practices. reader for a specific purpose or effect, differences create effects, ence reflected in a work of literincluding but not limited to ature by drawing on a wide including but not limited to satire, sar-Apply high level cognitive processes suspense, humor and empareading of world literature. casm, irony and understatement. 9 to think deeply and critically about thy. text. **MULTIDIMENSIONALITY - RL.9-10.6** Develop a literacy identity that pro-

10

motes lifelong learning.

HOME

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Analyze a particular author's PERSPECTIVE OR CULTURAL EXPERIENCE reflected in a work of literature by *drawing on a wide reading of world literature.*

P

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION		1	Recognize that text is anything that
RL.8.7	RL.9-10.7	RL.11-12.7		communicates a message.
Analyze the extent to which a filmed/live production of a story or drama stays faithful	Analyze the representation of a subject or a key scene in two different artistic mediums, in-	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the	2	Employ, develop and refine schema to understand and create text.
to or departs from the text or script, evaluating choices made by the director or ac-	cluding what is emphasized or absent in each treatment.	source text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
tors. M	IULTIDIMENSIONALITY - RL.9-10	0.7	4	Utilize receptive and expressive lan guage arts to better understand sel
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		others and the world.
Analyze the REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, <i>in-</i> <i>cluding what is emphasized or absent in each treatment.</i>			5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
			6	Collaborate with others to create
GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	Ū	new meaning.
8. Students will delineate and ev validity, reasoning, relevance and		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
	PROGRESSION		<u> </u>	
RL.8.8	RL.9-10.8	RL.11-12.8	8	Engage in specialized, discipline-
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)		specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
M	IULTIDIMENSIONALITY - RL.9-10			
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
(Not applicable to literature)				

GUIDING	PRINCIPLE FOR READING LITERA	ATURE		Interdisciplinary	
	9. Students will analyze how two or more texts address similar themes or topics in order to build			Literacy Practices	
knowledge or to compare the app	knowledge or to compare the approaches the authors take.				
	PROGRESSION	RL.11-12.9		Recognize that text is anything that	
RL.8.9	RL.9-10.9	1	communicates a message.		
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	2	Employ, develop and refine schema to understand and create text.	
stories or religious works, includ- ing describing how the material is rendered new.			3	View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Compr	JLTIDIMENSIONALITY - RL.9-10.9 ehension Purple (bold) = Analysis M DN AND TRANSFORMS SOURCE MATI	IAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.	
	GUIDING PRINCIPLE FOR READING LITERATURE				
10. Students will read, comprehen	nd and analyze complex literary texts PROGRESSION	s independently and proficiently.	6	Collaborate with others to create new meaning.	
RL.8.10	RL.9-10.10	RL.11-12.10		5	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn and share with others.	
itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend, and analyze grade-level ap-	8	Engage in specialized, discipline- specific literacy practices.	
hend, and analyze grade-level appropriate, complex literary texts independently and profi- ciently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	propriate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	ILTIDIMENSIONALITY - RL.9-10.10			Develop a literacy identity that pro-	
By the end of the year, flexibly us	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, vis- ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,				
		RARY TEXTS independently and pro-		HOME	

	Reading Standards for Informational Text - Grade 9-10		Interdisciplinary Literacy Practices	
	Key Ideas and Details		-	
<u>RI.9-</u> <u>10.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.	
<u>RI.9-</u> <u>10.2</u>	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	2	Employ, develop and refine schema to understand and create text.	
<u>RI.9-</u> <u>10.3</u>	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, in- cluding the order in which the points are made, how they are introduced and developed and the con- nections that are drawn between them.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RI.9-</u> 10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.	
	tone.		Apply strategic practices, with	
<u>RI.9-</u> <u>10.5</u>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RI.9-</u> <u>10.6</u>	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas			
<u>RI.9-</u> 10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	7	Utilize digital resources to learn and share with others.	
<u>10.7</u>			Engage in specialized, discipline-	
<u>RI.9-</u> <u>10.8</u>	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele- vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	8	specific literacy practices.	
<u>RI.9-</u> <u>10.9</u>	Analyze documents of historical and literary significance, including how they address related themes and concepts.		Apply high level cognitive processes to think deeply and critically about	
	Range of Reading and Level of Text Complexity		text.	
<u>RI.9-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that pro- motes lifelong learning.	
<u>10.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts in- dependently and proficiently.		HOME	

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

R

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

	PROGRESSION		1	Recognize that text is anything that	
	RI.8.1	RI.9-10.1	RI.11-12.1		communicates a message.
	Cite relevant textual evidenceCite relevant and thorough tex- tual evidence to support analysis of whatCite relevant and thorough textual evi- dence to support analysis of what the text says explicitly as wellthe text says explicitly as wellsis of what the text says explic- text says explicitly as well as inferences		2	Employ, develop and refine schema to understand and create text.	
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	ŗ	MULTIDIMENSIONALITY - RI.9-10).1		Utilize receptive and expressive lan-
	Green (italic) = Com		MAROON (CAPS) = CONTENT malysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
	well as inferences drawn from t			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P	2. Students will determine cent	NAL TEXT development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.	
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.2	RI.9-10.2		-	share with others.
	Determine central ideas of a		RI.11-12.2		share with others.
	text and analyze how they are developed through relation-	Determine central ideas of a text and analyze in detail their development over the course of	Determine two or more central ideas of a text and analyze their develop- ment over the course of the text, in-	8	Engage in specialized, discipline- specific literacy practices.
		text and analyze in detail their	Determine two or more central ideas of a text and analyze their develop-	8	Engage in specialized, discipline-
	developed through relation- ships of key details, citing tex- tual evidence, paraphrasing, or summarizing.	text and analyze in detail their development over the course of a text, including how they emerge and are shaped and	Determine two or more central ideas of a text and analyze their develop- ment over the course of the text, in- cluding how they interact and build on one another to produce a complex ac- count.		Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	developed through relation- ships of key details, citing tex- tual evidence, paraphrasing, or summarizing.	text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details. MULTIDIMENSIONALITY - RI.9-10 prehension Purple (bold) = Analysis	Determine two or more central ideas of a text and analyze their develop- ment over the course of the text, in- cluding how they interact and build on one another to produce a complex ac- count.		Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

		1	Recognize that text is anything that		
	RI.8.3	RI.9-10.3	RI.11-12.3	1	communicates a message.
	Analyze how an author uses comparisons, analogies or cate- gories to make connections among and distinctions be-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the	Analyze a complex set of ideas or se- quence of events, and explain how spe- cific individuals, ideas or events interact and develop over the course of the text.	2	Employ, develop and refine schema to understand and create text.
	tween ideas over the course of a text.	points are made, how they are introduced and developed and the connections that are drawn between them.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	AULTIDIMENSIONALITY - RI.9-10 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
D		OR EVENTS over the course of a text, roduced and developed and the con-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		IG PRINCIPLE FOR INFORMATION		6	Collaborate with others to create new meaning.
P	4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.				Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.8.4 Determine the meaning of words and phrases as they are used in text, including figura-	RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, conno-	RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and tech-	8	Engage in specialized, discipline- specific literacy practices.
	tive, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	tative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	nical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	۲ Green (italic) = Com	10	Develop a literacy identity that pro- motes lifelong learning.		
	Determine the meaning of word and technical meanings; analyz		HOME		

	GUIDIN		Interdisciplinary		
P	5. Students will analyze the stru tions of the text relate to each c		Literacy Practices		
	RI.8.5	1	Recognize that text is anything that communicates a message.		
	Analyze in detail the structure of a specific paragraph in a text, including the role of par-	Analyze in detail how an au- thor's ideas or claims are devel- oped and refined by particular	Analyze and evaluate the effective- ness of the structure an author uses in his or her exposition or argument.	2	Employ, develop and refine schema to understand and create text.
	ticular sentences in develop- ing and refining a key con- cept.	sentences, paragraphs or larger portions of a text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze in detail how an author paragraphs or larger portions of	and refined by particular sentences,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		G PRINCIPLE FOR INFORMATION	IAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
•	RI.8.6	PROGRESSION RI.9-10.6	RI.11-12.6	7	Utilize digital resources to learn and share with others.
	Determine an author's per- spective and purpose in a text, and analyze how the au-	Determine an author's point of view, perspective and purpose in a text, and analyze how an	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effec-	8	Engage in specialized, discipline- specific literacy practices.
	thor acknowledges and re- sponds to conflicting evidence or viewpoints.	author uses rhetoric to advance that point of view or purpose.	tive, analyzing how style and content contribute to the effectiveness of the text.		Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.9-10.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE in a text, and analyze how an author uses RHETORIC to advance that point of view or purpose.				Develop a literacy identity that pro- motes lifelong learning.
Ľ					HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

M

7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

	PROGRESSION				Recognize that text is anything that
	RI.8.7	RI.9-10.7	RI.11-12.7		communicates a message.
	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non-print formats,	Integrate and evaluate multiple sources of information presented in different print and non-print formats	2	Employ, develop and refine schema to understand and create text.
	senting particular topics or ideas.	determining which details are emphasized in each account.	in order to address a question or solve a problem.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	N	ULTIDIMENSIONALITY - RI.9-10).7		Utilize receptive and expressive lan-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
			PRINT AND NON-PRINT FORMATS, deter-		others and the world.
	mining which details are empha		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency. 				
P					Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and		
	RI.8.8	RI.9-10.8	RI.11-12.8	,	share with others.
	Identify and evaluate the ar- gument and specific claims in a text, assessing whether the reasoning is sound and the	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reason- ing, relevancy and sufficiency of	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and suffi- ciency; analyze false statements and	8	Engage in specialized, discipline- specific literacy practices.
	evidence is relevant and suffi- cient; recognize when irrele- vant evidence is introduced.	the evidence; identify false statements and fallacious rea- soning.	fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.
	N		Develop a literacy identity that pro-		
		AULTIDIMENSIONALITY - RI.9-10 orehension Purple (bold) = Analysis		10	motes lifelong learning.
		fic CLAIMS and EVIDENCE in a text, dence; identify false statements ar	assessing the validity, reasoning, rele- ad FALLACIOUS REASONING.		HOME

	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT				Interdisciplinary	
P	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices	
	PROGRESSION				Recognize that text is anything that	
	RI.8.9	RI.9-10.9	RI.11-12.9	1	communicates a message.	
	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	2	Employ, develop and refine schema to understand and create text.	
		ULTIDIMENSIONALITY - RI.9-10.9 ehension Purple (bold) = Analysis MAR	ROON (CAPS) = CONTENT	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
D	Analyze DOCUMENTS OF HISTOR THEMES and concepts.	ICAL AND LITERARY SIGNIFICANCE, incl	uding how they address related	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
2	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT Image: Students will read, comprehend and analyze complex informational texts independently and proficiently. Image: Students will read, comprehend and analyze complex informational texts independently and proficiently.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		PROGRESSION			Collaborate with others to create	
	RI.8.10	RI.9-10.10	RI.11-12.10	6	new meaning.	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz-By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu- alizing, inferencing, summarizing, synthesizing, using prior knowledge,By the end of the year, flexibly use a variety of comprehension strategies gies (i.e., questioning, monitoring, visu- alizing, inferencing, summarizing, synthesizing, using prior knowledge,By the end of the year, flexibly use a variety of comprehension strategies gies (i.e., questioning, monitoring, visu- sing, using prior knowledge, ing, using prior knowledge, deter-				Utilize digital resources to learn and share with others.	
	ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade- level appropriate, complex in-	determining importance) to read, comprehend and analyze grade- level appropriate, complex informa- tional texts independently and pro-	mining importance) to read, com- prehend and analyze grade-level appropriate, complex information- al texts independently and profi-	8	Engage in specialized, discipline- specific literacy practices.	
	formational texts independently and proficiently.	ficiently.	ciently.	9	Apply high level cognitive processes to think deeply and critically about text.	
		JLTIDIMENSIONALITY - RI.9-10.10				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (<i>i.e.</i> , questioning, monitoring, vis- ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.			10	Develop a literacy identity that pro- motes lifelong learning.	
					HOME	

Composition – Grade 9-10

Text Types and Purposes

<u>C.9-</u>

10.1

<u>C.9-</u>

10.2

Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	1	communicates a message.
 and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	2	Employ, develop and refine schema to understand and create text.
 b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and infor- mation clearly and accurately through the effective selection, organization and analysis of content.	6	Collaborate with others to create new meaning.
a. Produce writing in which the development and organization are appropriate to task and purpose.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections	7	Utilize digital resources to learn and share with others.
 and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. 	8	Engage in specialized, discipline- specific literacy practices.
 d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions 	9	Apply high level cognitive processes to think deeply and critically about text.
of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explana- tion presented.	10	Develop a literacy identity that pro- motes lifelong learning.
 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 		HOME

Interdisciplinary **Literacy Practices**

Recognize that text is anything that

Composition – Grade 9-10

Interdisciplinary Literacy Practices

Texts Type and Purposes		Recognize that text is anything that
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea	1	communicates a message.
and/or supporting a claim.		Employ, develop and refine schema
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.	2	to understand and create text.
 Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.		Utilize receptive and expressive lan-
d. Use a variety of techniques to sequence events so that they build on one another to create a coher- ent whole.	4	guage arts to better understand self, others and the world.
e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	5	Apply strategic practices, with scaffolding and then independently,
f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.		to approach new literacy tasks.
g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	6	Collaborate with others to create new meaning.
Production and Distribution of Writing		
Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	7	Utilize digital resources to learn and share with others.
Research to Build and Present Knowledge	8	Engage in specialized, discipline-
Conduct short as well as more sustained research projects to answer a question (including a self-	0	specific literacy practices.
generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		Apply high level cognitive processes
Gather relevant information from multiple authoritative print and digital sources, using advanced search- es effectively; assess the usefulness of each source in answering the research question; integrate infor-	9	to think deeply and critically about text.
mation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a stand- ard format for citation.	10	Develop a literacy identity that pro-
Range of Writing	10	motes lifelong learning.
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.		HOME

<u>C.9-</u> <u>10.3</u>

<u>C.9-</u>

<u>10.4</u>

<u>C.9-</u>

<u>10.5</u>

<u>C.9-</u>

<u>10.6</u>

<u>C.9-</u>

10.7



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

		Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.8.1 Compose arguments to support	C.9-10.1 Compose arguments to support	C.11-12.1 Compose arguments to support	2	Employ, develop and refine schema
claims with clear reasons and relevant evidence.	claims in an analysis of substan- tive topics or texts, using valid	claims in an analysis of substan- tive topics or texts, using valid rea-	-	to understand and create text.
	reasoning and relevant and suffi- cient evidence.	soning and relevant and sufficient evidence.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	develop- and stylewriting in which the devel- opment, organization andwriting in which the develop- ment, organization and style	writing in which the develop-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
pose and audience.b. Introduce claim(s),	purpose and audience. b. Introduce precise claim(s),	pose and audience. b. Introduce precise, knowledge-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
acknowledge and distinguish opposing claim(s) and coun- ter/refute them, and organ- ize the reasons and evidence	uishdistinguish the claim(s) from alternate or opposing claims, an-able claim(s), establish the significance of the claim(s), distinguish the claim(s) from	able claim(s), establish the	6	Collaborate with others to create new meaning.
logically.	tionships among claim(s), counterclaims, reasons and evidence.	and create an organization that logically sequences claim (s), counterclaims, reasons,	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with logical	c. Develop claim(s) and coun-	and evidence. c. Develop claim(s) and opposing	8	Engage in specialized, discipline- specific literacy practices.
reasoning and relevant evi- dence, using accurate, credi- ble sources and demon- strating an understanding of	terclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a	claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a man- ner that anticipates the audi- ence's knowledge level, con- cerns, values and possible bi-	9	Apply high level cognitive processes to think deeply and critically about text.
the topic or text.	manner that anticipates the audience's knowledge level and concerns.		10	Develop a literacy identity that pro- motes lifelong learning.
		ases.		HOME

			PROGRESSION				Interdisciplinary
	C.8.1		C.9-10.1		C.11-12.1		Literacy Practices
d.	Use transitions to create cohesion and clarify the relationships among claim (s), counterclaims, reasons	d.	Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims,	d.	es as well as varied syntax to link the major sections of the text, create cohesion and clarify	1	Recognize that text is anything that communicates a message.
	and evidence.		reasons and evidence.		the relationships between claim (s) and reasons, between rea- sons and evidence and between claim(s) and opposing claims.	2	Employ, develop and refine schema to understand and create text.
e.	Establish and maintain a	e.	Establish and maintain a task appropriate writing style.	e.	Establish and maintain a task	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
f.	task appropriate writing style. Provide a concluding state-	f.	Provide a concluding state-	f.	appropriate writing style. Provide a concluding statement	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ment or section that supports the argument pre- sented.		ment or section that follows from and supports the argu- ment presented.		or section that follows from and supports the argument present- ed.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	With some guidance, de- velop and strengthen	g.	Develop and strengthen writing as needed by plan-	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a	6	Collaborate with others to create new meaning.
	writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on how		ning, revising, editing, re- writing, or trying a new ap- proach, focusing on address- ing what is most significant		new approach, focusing on ad- dressing what is most signifi- cant for a specific purpose and	7	Utilize digital resources to learn and share with others.
	well purpose and audience have been addressed.		for a specific purpose and audience.		audience.	8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that pro- motes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.9-10.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counterclaims, reasons and evidence.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- **g.** Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.						
2	Employ, develop and refine schema to understand and create text.						
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.						
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.						
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.						
6	Collaborate with others to create new meaning.						
7	Utilize digital resources to learn and share with others.						
8	Engage in specialized, discipline- specific literacy practices.						
9	Apply high level cognitive processes to think deeply and critically about text.						
10	10 Develop a literacy identity that pro- motes lifelong learning.						
	HOME						

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through

P

· · · ·	tive and explanatory texts to examine			LITERACY PLACTICES		
and accurately through the effect	ive selection, organization and analys	sis of content.		Recognize that text is anything that		
	PROGRESSION	1		communicates a message.		
C.8.2 Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	C.9-10.2 Compose informative and/or ex- planatory texts to examine and convey complex ideas, concepts	C.11-12.2 Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor-	2	Employ, develop and refine schema to understand and create text.		
cepts, and information through the selection, organization, and analysis of relevant content.	and information clearly and accu- rately through the effective se- lection, organization and analysis	mation clearly and accurately through the effective selection, organization and analysis of con-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
 a. Produce clear and coherent writing in which the devel- 	of content. a. Produce writing in which the development and organiza-	tent. a. Produce clear and coherent writing in which the develop-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
opment, organization and style are appropriate to task, purpose and audience.	tion are appropriate to task and purpose.	tion are appropriate to task ment, organization, and style		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
 b. Introduce a topic clearly; organize ideas, concepts, 	 b. Introduce a topic; organize complex ideas, concepts and 	 b. Introduce a topic; organize complex ideas, concepts and information so that each power 	6	Collaborate with others to create new meaning.		
and information into broad- er categories; include for- matting, graphics and multi- media when useful to aiding	information to make im- portant connections and dis- tinctions; include formatting, graphics and multimedia	ng, precedes it to create a unified whole; include formatting,	portant connections and dis- tinctions; include formatting, element builds on that which precedes it to create a unified	element builds on that which precedes it to create a unified 7	7	Utilize digital resources to learn and share with others.
comprehension.	when useful to aiding com- prehension.		8	Engage in specialized, discipline- specific literacy practices.		
c. Develop the topic with rele- vant, well-chosen facts, definitions, concrete details, quotations or other infor-	c. Develop the topic with well- chosen, relevant, and suffi- cient facts, extended defini- tions, concrete details, quo-	 Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, ex- tended definitions, concrete 	9	Apply high level cognitive processes to think deeply and critically about text.		
mation and examples.	tations or other information and examples appropriate to the audience's knowledge of	details, quotations or other information and examples ap- propriate to the audience's	10	Develop a literacy identity that pro- motes lifelong learning.		
	the topic.	knowledge of the topic.		HOME		

PROGRESSION							Interdisciplinary
	C.8.2		C.9-10.2		C.11-12.2		Literacy Practices
d.	Use appropriate and varied transitions to create cohe- sion and clarify the relation- ships among ideas and con-	d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the rela-	d.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the	1	Recognize that text is anything that communicates a message.
	cepts.		tionships among complex ideas and concepts.		relationships among complex ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
e.	Use precise language and domain-specific vocabulary to inform about or explain	e.	Use precise language and do- main-specific vocabulary to manage the complexity of the	e.	Use precise language, domain- specific vocabulary and tech- niques such as metaphor, simile and analogy to manage the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	the topic.		topic.		complexity of the topic.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f.	Establish and maintain a for- mal style.	f.	Establish and maintain a for- mal style and objective tone while attending to the norms and conventions of the disci-	f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			pline in which they are composing.		which they are writing.	6	Collaborate with others to create new meaning.
g.	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	g.	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation present-	g.	or section that follows from and supports the information or	7	Utilize digital resources to learn and share with others.
	sented.		ed.		explanation presented.	8	Engage in specialized, discipline- specific literacy practices.
h.	With some guidance, devel- op and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focus- ing on addressing what is most	h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on ad- dressing what is most signifi-	9	Apply high level cognitive processes to think deeply and critically about text.
	how well purpose and audi- ence have been addressed.	significant for a specific purpose and audience.		cant for a specific purpose and audience.	10	Develop a literacy identity that pro- motes lifelong learning.	
							HOME

MULTIDIMENSIONALITY - C.9-10.2

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

- a. Produce writing in which the development and organization are appropriate to task and purpose.
- b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.
- *c.* **Develop the topic with well-chosen, relevant, and sufficient** *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.*
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. **Establish and maintain a formal style and objective tone** *while attending to the norms and conventions of the discipline in which they are composing.*
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **h.** Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10 Develop a literacy identity that promotes lifelong learning.					
	HOME				

3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

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			Recognize that text is anything that		
_		PROGRESSION		1	communicates a message.
	C.8.3	C.9-10.3	C.11-12.3		
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in oth- er modes of writing utilizing effec- tive technique, well-chosen details	2	Employ, develop and refine schema to understand and create text.
	details and well-structured se- quences for an intended pur- pose.	details and well-structured se- quences for an intended purpose, including but not limited to intro- ducing an idea and/or supporting	and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Produce clear and coherent writing in which the devel- 	a claim.a. Produce clear and coherent writing in which the develop-	 Produce clear and coherent writing in which the develop- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
1	opment, organization and style are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	ment, organization and style are appropriate to task, pur- pose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Engage the reader by setting up a problem, situa- 	 Engage and orient the reader by setting up a problem, situ- ation or observation, estab- 	 Engage and orient the reader by setting up a problem, situa- tion or observation and its 	6	Collaborate with others to create new meaning.
	tion or observation, estab- lishing a point of view and introducing a narrator and/ or characters; create a	lishing one or multiple point (s) of view and introducing a narrator and/or characters;	significance, establishing one or multiple point(s) of view and introducing a narrator	7	Utilize digital resources to learn and share with others.
	smooth progression of ex- periences or events.	create a smooth progression of experiences or events.	and/or characters; create a smooth progression of experi- ences or events.	8	Engage in specialized, discipline- specific literacy practices.
	 c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, 	 c. Use narrative techniques, such as dialogue, pacing, de- scription, reflection and mul- tiple plot lines, to develop 	 c. Use narrative techniques, such as dialogue, pacing, descrip- tion, reflection and multiple plot lines, to develop experi- 	9	Apply high level cognitive processes to think deeply and critically about text.
	events and/or characters.	experiences, events and/or characters.	ences, events, and/or charac- ters.	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	PROGRESSION				Interdisciplinary
C.8.3	C.9-10.3		C.11-12.3		Literacy Practices
d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and	 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	d.	sequence events so that they build on one another to create a coherent whole and build	1	Recognize that text is anything that communicates a message.
show the relationships among experiences and events.			toward a particular tone and outcome.	2	Employ, develop and refine schema to understand and create text.
e. Use precise words and phrases, relevant descriptive details and sensory language	e. Use precise words and phrases, telling details and sensory language to convey a	e.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
to capture the action and convey experiences and events.	vivid picture of the experi- ences, events, setting and/or characters.		es, events, setting and/or characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
f. Provide a conclusion that connects the narrative's rel- evance to the intended pur-	f. Provide a conclusion that explicitly connects the narra- tive's relevance to the in-	f.	Provide a conclusion that ex- plicitly connects the narra- tive's relevance to the intend- ed purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
pose of the writing.	tended purpose of the writing.		ed pulpose of the writing.	6	Collaborate with others to create new meaning.
 g. With guidance, develop and strengthen writing as need- ed by planning, revising, ed- 	g. Develop and strengthen writing as needed by plan- ning, revising editing, re-	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focus-	7	Utilize digital resources to learn and share with others.
iting, rewriting or trying a new approach.	writing, or trying a new ap- proach, focusing on address- ing what is most significant for a specific purpose and		ing on addressing what is most significant for a specific pur- pose and audience.	8	Engage in specialized, discipline- specific literacy practices.
	audience.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

MULTIDIMENSIONALITY - C.9-10.3 Interdisciplinary Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT **Literacy Practices** Recognize that text is anything that 1 Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details communicates a message. and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. Employ, develop and refine schema 2 to understand and create text. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. View literacy experiences as transac-3 tional, interdisciplinary and transforb. Engage and orient the reader by setting up a problem, situation or observation, establishing one or mational. multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression Utilize receptive and expressive lanof experiences or events. 4 guage arts to better understand self, c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to others and the world. develop experiences, events and/or characters. Apply strategic practices, with d. Use a variety of techniques to sequence events so that they build on one another to create a coherent 5 scaffolding and then independently, whole. to approach new literacy tasks. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the ex-Collaborate with others to create periences, events, setting and/or characters. 6 new meaning. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of Utilize digital resources to learn and the writing. 7 share with others. g. Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Engage in specialized, discipline-8 specific literacy practices. Apply high level cognitive processes 9 to think deeply and critically about text. Develop a literacy identity that pro-10 motes lifelong learning. HOME

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

	PROGRESSION			Recognize that text is anything that
C.8.4	C.9-10.4	C.11-12.4	1	communicates a message.
Use digital resources to create and publish products as well as to interact and collaborate with oth- ers; cite sources using MLA or APA		Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to	2	Employ, develop and refine schema to understand and create text.
format.	other information and to display information flexibly and dynami- cally. Use a variety of formats to cite sources.	other information and to display information flexibly and dynamical- ly. Use a variety of formats to cite sources.	3	View literacy experiences as transa tional, interdisciplinary and transformational.
М	ULTIDIMENSIONALITY - C.9-10.4			Utilize receptive and expressive lar
Use DIGITAL RESOURCES to create	rehension Purple (bold) = Analysis MA e, publish, and update individual or sha	ared products, taking advantage of	4	guage arts to better understand se others and the world.
technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.				Apply strategic practices, with scaffolding and then independent
GUID	ING PRINCIPLE FOR COMPOSITION	N	1	to approach new literacy tasks.
5. Students will conduct short as demonstrating understanding of	well as more sustained research proje the subject under investigation.	cts based on focused questions,	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn ar
C.8.5 Conduct short research projects	C.9-10.5 Conduct short as well as more sus-	C.11.12.5 Conduct short as well as more sus-	7	share with others.
to answer a question (including a self-generated question), drawing on several sources and generating new avenues for	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	tained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the	8	Engage in specialized, discipline- specific literacy practices.
inquiry.	priate; synthesize multiple sources on the subject, demonstrating un- derstanding of the subject under investigation.	inquiry when appropriate; synthe- size multiple sources on the subject, demonstrating understanding of the subject under investigation.	9	Apply high level cognitive processe to think deeply and critically about text.
M	ULTIDIMENSIONALITY - C.9-10.5			Develop a literacy identity that pro
				Develop a meracy menticy that pro
Green (italic) = Comp	rehension Purple (bold) = Analysis MA stained RESEARCH projects to answer a		10	motes lifelong learning.



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

PROGRESSION				1	Recognize that text is anything that
	C.8.6	C.9-10.6	C.11-12.6	-	communicates a message.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibil-	Gather relevant information from multiple authoritative print and digi- tal sources, using advanced searches effectively; assess the usefulness of	Gather relevant information from multiple authoritative print and dig- ital sources, using advanced search- es effectively; assess the strengths	2	Employ, develop and refine schema to understand and create text.
~	ity and accuracy of each source; and, in order to reflect, analyze or complete short research pro- jects, quote or paraphrase the	each source in answering the re- search question; integrate infor- mation into the text selectively to maintain the flow of ideas, avoiding	and limitations of each source in terms of the task, purpose and audi- ence; integrate information into the text selectively to maintain the flow	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	data and conclusions of others, while avoiding plagiarism by providing in-text and biblio- graphic MLA or APA citation.	plagiarism and following a standard format for citation.	of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for cita- tion.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.9-10.6			Apply strategic practices, with
		prehension Purple (bold) = Analysis MA multiple authoritative print and digital source		5	scaffolding and then independently, to approach new literacy tasks.
đ	assess the usefulness of each sour tively to maintain the flow of idea	grate information into the text selec- lard format for citation.	6	Collaborate with others to create new meaning.	
	GUI	DING PRINCIPLE FOR COMPOSITION		7	Utilize digital resources to learn and share with others.
P	 Students will compose routin and audiences. 	ely over extended and shorter time frar	nes for a variety of tasks, purposes		
		PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
	C.8.7	C.9-10.7	C.11-12.7		
/	tended time frames and shorter time frames for a va-	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audienc- es.	Compose routinely over extended time frames and shorter time frames for a variety of task, purpos- es and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	audience.	MULTIDIMENSIONALITY - C.9-10.7			Develop a literacy identity that pro-
		10	motes lifelong learning.		
	Green (italic) = Com Compose routinely over extende audiences.		HOME		

	Language – Grades 9-10		Interdisciplinary Literacy Practices
	Conventions of Standard English		
<u>L.9-</u> <u>10.1</u>	In both written and oral expression: a. Demonstrate appropriate use of parallel structure. b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial,		Recognize that text is anything that communicates a message.
<u>10.1</u>	prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey spe- cific meanings and add variety and interest to writing or presentations.	2	Employ, develop and refine schema to understand and create text.
<u>L.9-</u>	 When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>10.2</u>	 b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Knowledge of Language		Apply strategic practices, with
<u>L.9-</u> <u>10.3</u>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline		scaffolding and then independently, to approach new literacy tasks.
	and writing type.		Collaborate with others to create
	Vocabulary Acquisition and Use	6	new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- 10 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and
	a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		share with others.
<u>L.9-</u>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	8	Engage in specialized, discipline-
<u>10.4</u>	c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	0	specific literacy practices.
	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for read- ing, writing, speaking and listening in order to be transition ready; demonstrate independence in gather- ing vocabulary knowledge when considering a word or phrase important to comprehension or expres- sion.		Apply high level cognitive processes to think deeply and critically about text.
<u>L.9-</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and ana-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>10.5</u>			HOME

1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

Recognize that text is anything that PROGRESSION 1 communicates a message. L.8.1 L.9-10.1 L.11-12.1 In both written and oral expres-In both written and oral expres-In both written and oral expression: Employ, develop and refine schema sion: sion: 2 to understand and create text. Demonstrate the understanding a. a. Identify verbals correctly a. Demonstrate appropriate use View literacy experiences as transacthat usage is a matter of convenbased on their intended funcof parallel structure. tion, can change over time and 3 tional, interdisciplinary and transfortion. may be contested. mational. b. Demonstrate appropriate use b. Demonstrate appropriate use Utilize receptive and expressive lanb. Resolve issues of complex or conof verbs in the active and pasof various types of phrases tested usage, consulting refer-4 guage arts to better understand self, sive voice. (noun, verb, adjectival, adverences as needed. others and the world. bial, participial, prepositional, c. Demonstrate appropriate use absolute) and clauses Apply strategic practices, with of verbs in the indicative, im-(independent, dependent; 5 scaffolding and then independently, perative, interrogative, condinoun, relative, adverbial) to to approach new literacy tasks. tional and subjunctive mood, convey specific meanings and add variety and interest to while recognizing and cor-Collaborate with others to create writing or presentations. recting inappropriate shifts. 6 new meaning. Utilize digital resources to learn and 7 **MULTIDIMENSIONALITY - L.9-10.1** share with others. Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Engage in specialized, discipline-8 specific literacy practices. In both written and oral expression: a. Demonstrate appropriate use of PARALLEL STRUCTURE. Apply high level cognitive processes b. Demonstrate appropriate use of various types of PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PAR-9 to think deeply and critically about TICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADtext. VERBIAL) to convey specific meanings and add variety and interest to writing or presentations. Develop a literacy identity that pro-10 motes lifelong learning. HOME

Interdisciplinary

Literacy Practices

2

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

		PROGRESSION		_	Recognize that text is anything that
	L.8.2	L.9-10.2	L.11-12.2	1	communicates a message.
	a. Demonstrate appropriate use a. Demonstrate appropriate use a. Demonstrate command o	conventions of standard English	2	Employ, develop and refine schema to understand and create text.	
	pause or break.	out a conjunctive adverb to link two or more closely relat- ed independent clauses.	capitalization, punctuation and spelling.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 Demonstrate appropriate use of an ellipsis to indicate an omission. 	 Demonstrate appropriate use of a colon to introduce a list or quotation. 		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden-	 c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden- tify and correct spelling er- 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tify and correct spelling er- rors.	rors.		6	Collaborate with others to create new meaning.
		ULTIDIMENSIONALITY - L.9-10.2 ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
When writing: a. Demonstrate appropriate use of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE AI		JT A CONJUNCTIVE ADVERB TO LINK	8	Engage in specialized, discipline- specific literacy practices.	
	 TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES. b. Demonstrate appropriate use of a COLON TO INTRODUCE A LIST OR QUOTATION. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct 				Apply high level cognitive processes
					to think deeply and critically about text.
	spelling errors.			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



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3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

	PROGRESSION			Recognize that text is anything that
L.8.3	L.9-10.3	L.11-12.3	1	communicates a message.
Use knowledge of language and its conventions when writing, speaking, reading or listening.	Apply knowledge of language to understand how language func- tions in different contexts, to make effective choices for mean-	Apply knowledge of language to understand how language functions in different contexts, to make effec- tive choices for meaning or style and	2	Employ, develop and refine schema to understand and create text.
 Use verbs in the active and passive voice and in the con- ditional and subjunctive 	ing or style and to comprehend more fully when reading or listen- ing.	to comprehend more fully when reading or listening.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
mood to achieve particular effects (e.g., emphasizing the actor or the action; express-	 Write and edit work so that it conforms to the guidelines in a style manual appropriate 	 Apply an understanding of syn- tax to the study of complex texts when reading. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ing uncertainty or describing a state contrary to fact).	for the discipline and writing type.	 b. Vary syntax for effect in writing and speaking, consulting refer- ences for guidance as needed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		ences for guidance as needed.	6	Collaborate with others to create new meaning.
	JLTIDIMENSIONALITY - L.9-10.3 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	derstand how language functions in d		8	Engage in specialized, discipline- specific literacy practices.
 choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. 				Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME



4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

academic and domain-specific wo order to be transition ready.	1	Recognize that text is anything that communicates a message.		
	PROGRESSION			communicates a message.
L.8.4 Determine or clarify the meaning of unknown and multiple-	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
meaning words and phrases based on grade 8 reading and content, choosing flexibly from an	words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of	words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
array of strategies. a. Use context (e.g., the overall	strategies. a. Use context (e.g., the overall	a. Use context (e.g., the overall	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word	meaning of a sentence, para- graph or text; a word's posi- tion or function in a sentence) as a clue to the meaning of a	meaning of a sentence, para- graph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
or phrase.	word or phrase.	phrase.	6	Collaborate with others to create new meaning.
 b. Use Greek and Latin affixes and roots as clues to the meaning of a word. 	 Identify and correctly use patterns of word changes that indicate different meanings or 	 Identify and correctly use patterns of word changes that indicate different meanings or 	7	Utilize digital resources to learn and share with others.
c. Consult print and digital ref-	parts of speech. c. Consult general and special-	parts of speech. c. Consult general and specialized	8	Engage in specialized, discipline- specific literacy practices.
erence materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	ized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part	reference materials to find the pronunciation of a word or de- termine or clarify its precise meaning or its part of speech.	9	Apply high level cognitive processes to think deeply and critically about text.
	of speech.		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		PROGRESSION			Interdisciplinary
L.8.	4	L.9-10.4	L.11-12.4		
d. Acquire and us grade-approp academic and words and phy	iate general domain-specific	 Acquire and use accurately general academic and domain -specific words and phrases, sufficient for reading, writing, 	 Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Literacy Practices Recognize that text is anything that communicates a message.
vocabulary kn considering a important to c	vord or phrase	speaking, and listening in or- der to be transition ready, demonstrate independence in	speaking, and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
or expression.		gathering vocabulary knowledge when considering a word or phrase important to	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	NULL	comprehension or expression.	expression.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Gree		hension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
10 reading and co	ntent, choosing fl	f unknown and multiple-meaning wo lexibly from an array of strategies. neaning of a sentence, paragraph or		6	Collaborate with others to create new meaning.
in a sentence	as a clue to the n	neaning of a word or phrase.		7	Utilize digital resources to learn and share with others.
	al and specialized ise meaning or its		unciation of a word or determine or	8	Engage in specialized, discipline- specific literacy practices.
reading, writi	ng, speaking and ocabulary knowle	neral academic and domain-specific listening in order to be transition re edge when considering a word or pl	eady; demonstrate independence	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

5. Students will demonstrate understanding of word relationships and nuances in word meanings.

P

PROGRESSION				Recognize that text is anything that
L.8.5	L.9-10.5	L.11-12.5	1	communicates a message.
Demonstrate understanding of figurative language, word rela- tionships and nuances in word	Demonstrate understanding of, figurative language, word relation- ships and nuances in word mean-	Demonstrate understanding of fig- urative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
 meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between 	 ings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the mean- 	 a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning 	3 4 5	View literacy experiences as transac- tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently,
particular words to better understand each of the words.c. Distinguish among the conno- tations of words with similar denotations.	ing of words with similar de- notations.	of words with similar denota- tions.	6 7	to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and share with others.
	JLTIDIMENSIONALITY - L.9-10.5 ehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
a. Interpret FIGURES OF SPEECH	gurative language, word relationship	- -	9	Apply high level cognitive processes to think deeply and critically about text.
and analyze their rhetorical fur b. Analyze nuances in the meani	nction in the text. ng of words with similar denotation	15.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	Reading Standards for Literature Grade 11-12		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.11-</u> <u>12.1</u>	Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.11-</u> <u>12.2</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	2	Employ, develop and refine schema to understand and create text.
<u>RL.11-</u> <u>12.3</u>	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.11-</u> <u>12.4</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.	4	guage arts to better understand self, others and the world.
			Apply strategic practices, with
<u>RL.11-</u> <u>12.5</u>	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RL.11-</u> <u>12.6</u>	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.11-</u> 12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter- prets the source text.	7	share with others.
			Engage in specialized, discipline-
<u>RL.11-</u> <u>12.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.11-</u> <u>12.9</u>			Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.11-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RL.9-10.1	RL.11.12.1		1	communicates a message.
	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic- itly as well as inferences drawn		2	Employ, develop and refine schema to understand and create text.
ľ	drawn from the text.	from the text.			View literacy experiences as transac-
	M	ULTIDIMENSIONALITY - RL.11-1	2.1	3	tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
ſ	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				guage arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE			5	
P	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.			6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital recourses to learn and
	RL.9-10.2 Determine a theme or central	RL.11-12.2 Determine two or more themes		7	Utilize digital resources to learn and share with others.
	idea of a text and analyze in detail its development over the course of the text, includ- ing how it emerges and isor central ideas of a text and analyze their development over the text, includ- interact and build on		8	Engage in specialized, discipline- specific literacy practices.	
	shaped and refined by specific details.	one another to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
	Determine TWO OR MORE THE	MES OR CENTRAL IDEAS of a text ar	nd analyze their development over the	10	Develop a literacy identity that pro- motes lifelong learning.
	<i>course of the text,</i> including how they interact and build on one another to produce <i>a complex account</i> .				HOME

GUIDING PRINCIPLE FOR READING LITERATURE

3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

	PROGRESSION		1	Recognize that text is anything that
RL.9-10.3	RL.11-12.3		1	communicates a message.
Analyze how complex charac- ters develop over the course of a text, interact with other characters and advance the	Analyze the impact of the au- thor's choices over the course of a text regarding how to de- velop and relate elements of a		2	Employ, develop and refine schem to understand and create text.
plot or develop themes.	story or drama.	2.3	3	View literacy experiences as transf tional, interdisciplinary and transf mational.
		MAROON (CAPS) = CONTENT f a text regarding how to develop and	4	Utilize receptive and expressive la guage arts to better understand se others and the world.
GUIDIN	NG PRINCIPLE FOR READING LITE	RATURE	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	s and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION	ext, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
RL.9-10.4	RL.11-12.4			Utilize digital resources to learn an
Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are		7	share with others.
used in the text, including figurative and connotative meanings; analyze the cumu-	used in the text, including fig- urative and connotative mean- ings; analyze the cumulative		8	Engage in specialized, discipline- specific literacy practices.
lative impact of specific word choices on meaning and tone.	impact of specific word choices on meaning and tone and on the text as a whole.		9	Apply high level cognitive process to think deeply and critically abou text.
N	IULTIDIMENSIONALITY - RL.11-1	2.4		Dovelop a literacy identity that an
Determine the meaning of work		ne text, including figurative and conno-	10	Develop a literacy identity that pro motes lifelong learning.
tative meanings; analyze the c the text as a whole.	umulative impact of specific WORD	CHOICES on meaning and TONE and on		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary	
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger por-				Literacy Practices
	tions of the text relate to each other and the whole.				
	PROGRESSION				Recognize that text is anything that
	RL.9-10.5	RL.11-12.5			communicates a message.
	Analyze how an author's choices concerning how to structure a text, order events	Analyze how an author's choic- es concerning how to structure specific parts of a text contrib-	2	Employ, develop and refine schema to understand and create text.	
	within it and manipulate time create such effects as mys- tery, tension or surprise.	ute to its overall structure and meaning as well as its aesthetic impact.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RL.11-12.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how an author's choices concerning how to STRUCTURE SPECIFIC PARTS OF A TEXT contribute to			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	its overall structure and meaning as well as its aesthetic impact.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P	GUIDING PRINCIPLE FOR READING LITERATURE 6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.			6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.9-10.6	RL.11-12.6		7	share with others.
	Analyze a particular author's perspective or cultural experi- ence reflected in a work of	Analyze how point of view and perspective are used to manip- ulate the reader for a specific		8	Engage in specialized, discipline- specific literacy practices.
	literature by drawing on a wide reading of world litera- ture.	purpose or effect, including but not limited to satire, sarcasm, irony and understatement.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.6				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how POINT OF VIEW AND PERSPECTIVE are used to manipulate the reader for a specific purpose		10	Develop a literacy identity that pro- motes lifelong learning.	
ر ے	or effect, including but not limit	ed to SATIRE, SARCASM, IRONY AN	D UNDERSTATEMENT.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			Interdisciplinary	
2				Literacy Practices	
		PROGRESSION		1	Recognize that text is anything that
	RL.9-10.7	RL.11-12.7			communicates a message.
	Analyze the representation of a subject or a key scene in two different artistic medi- ums, including what is empha- sized or absent in each treat- ment.Analyze diverse media interpre- tations of a story, drama or po- em, evaluating how each ver- sion interprets the source text.		2	Employ, develop and refine schema to understand and create text.	
			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	MULTIDIMENSIONALITY - RL.11-12.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	Analyze DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM, evaluating how each version interprets the source text.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE			6	Collaborate with others to create new meaning.
2	8. Students will delineate and ev validity, reasoning, relevance and	-	ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	RL.9-10.8 (Not applicable to literature)	RL.11-12.8 (Not applicable to literature)		8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.8				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9	 Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.9-10.9	RL.11-12.9		-	communicates a message.
	Analyze how an author draws on and transforms source ma- terial in a specific work.	Demonstrate knowledge of var- ious time periods to analyze how two or more texts from the same period treat similar		2	Employ, develop and refine schema to understand and create text.
		themes or topics.			View literacy experiences as transac-
	Μ	ULTIDIMENSIONALITY - RL.11-1	2.9	3	tional, interdisciplinary and transfor-
]	Green (italic) = Comp Demonstrate knowledge of vario PERIOD treat similar themes or	ous time periods to analyze how TW	MAROON (CAPS) = CONTENT O OR MORE TEXTS FROM THE SAME	4	mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Apply strategic practices, with
9	10. Students will read, comprehend and analyze complex literary texts independently and proficiently.			5	scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create new meaning.
	RL.9-10.10	RL.11-12.10		6	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,		7	Utilize digital resources to learn and share with others.
	encing, summarizing, synthesiz-summarizing, synthesizing, usinging, using prior knowledge, de-prior knowledge, determiningtermining importance) to read,importance) to read, compre-comprehend, and analyzehend analyze grade-level		8	Engage in specialized, discipline- specific literacy practices.	
	grade-level appropriate, com- plex literary texts independent- ly and proficiently.	appropriate, complex literary texts independently and profi- ciently.		9	Apply high level cognitive processes to think deeply and critically about text.
	M	ULTIDIMENSIONALITY - RL.11-12	2.10		
	By the end of the year, flexibly u ualizing, inferencing, summarizing	ng, synthesizing, using prior knowle	tegies (i.e., questioning, monitoring, vis- dge, determining importance) to read ,	10	Develop a literacy identity that pro- motes lifelong learning.
_₽	comprehend, and analyze GRAD ficiently.	E-LEVEL APPROPRIATE, COMPLEX L	ITERARY TEXTS independently and pro-		HOME

	Reading Standards for Informational Text - Grade 11-12		Interdisciplinary Literacy Practices
	Key Ideas and Details		-
<u>RI.11-</u> <u>12.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.11-</u> <u>12.2</u>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	2	Employ, develop and refine schema to understand and create text.
<u>RI.11-</u> <u>12.3</u>	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.11-</u> <u>12.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	4	guage arts to better understand self, others and the world.
<u>RI.11-</u> <u>12.5</u>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.11-</u> <u>12.6</u>	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particu- larly effective, analyzing how style and content contribute to the effectiveness of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.11-</u> 12.7	Integrate and evaluate multiple sources of information presented in different print and non-print for- mats in order to address a question or solve a problem.	7	Utilize digital resources to learn and share with others.
<u>RI.11-</u> 12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele- vance and sufficiency; analyze false statements and fallacious reasoning.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.11-</u> <u>12.9</u>	Analyze documents of historical and literary significance, including how they address related themes and concepts.		Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.11-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to		Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>	read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.			Interdisciplinary	
					Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RI.9-10.1	RI.11-12.1			communicates a message.
t	Cite relevant and thorough textual evidence to support analysis of what the text says	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-		2	Employ, develop and refine schema to understand and create text.
·	explicitly as well as inferences drawn from the text.	itly as well as inferences drawn from the text.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		ULTIDIMENSIONALITY - RI.11-12			Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as			4	guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text. 		6	Collaborate with others to create new meaning.	
		PROGRESSION		_	Utilize digital resources to learn and
	RI.9-10.2	RI.11-12.2		7	share with others.
	Determine central ideas of a text and analyze in detail their development over the course	Determine two or more central ideas of a text and analyze their development over the course		8	Engage in specialized, discipline- specific literacy practices.
t	of the text, including how they emerge and are shaped and refined by specific details.	of the text, including how they interact and build on one an- other to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
	M	ULTIDIMENSIONALITY - RI.11-12	2.2		Develop a literacy identity that pro-
		Prehension Purple (bold) = Analysis		10	motes lifelong learning.
		eract and build on one another to	their development over the course of produce a complex account.		HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT Interdisciplinary 3. Students will analyze how and why individuals, events and ideas develop and interact over the course of **Literacy Practices** a text. PROGRESSION Recognize that text is anything that 1 RI.9-10.3 RI.11-12.3 communicates a message. Analyze how the author unfolds Analyze a complex set of ideas or sequence of events, and explain an analysis or series of ideas or Employ, develop and refine schema 2 events over the course of a how specific individuals, ideas or to understand and create text. text, including the order in events interact and develop over which the points are made, the course of the text. View literacy experiences as transachow they are introduced and 3 tional, interdisciplinary and transfordeveloped and the connections that are drawn between them. mational. Utilize receptive and expressive lan-**MULTIDIMENSIONALITY - RI.11-12.3** 4 guage arts to better understand self, Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT others and the world. Analyze a COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS and explain how specific individuals, ideas or Apply strategic practices, with events interact and develop over the course of the text. 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR INFORMATIONAL TEXT** Collaborate with others to create 4. Students will interpret words and phrases as they are used in a text, including determining technical, 6 new meaning. connotative and figurative meanings, and analyze how specific word choices shape meaning or tone. PROGRESSION Utilize digital resources to learn and 7 RI.9-10.4 RI.11-12.4 share with others. Determine the meaning of Determine the meaning of words words and phrases as they are and phrases as they are used in a Engage in specialized, discipline-8 used in a text, including figuratext, including figurative, connospecific literacy practices. tive, connotative and technical tative and technical meanings; meanings; analyze the cumulaanalyze how an author uses and Apply high level cognitive processes tive impact of specific word refines the meaning of a key term or terms over the course of 9 to think deeply and critically about choices on meaning and tone. a text. text. **MULTIDIMENSIONALITY - RI.11-12.4** Develop a literacy identity that pro-10 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT motes lifelong learning. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines THE MEANING OF A KEY TERM OR TERMS HOME over the course of a text.

	 GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole. 				Interdisciplinary
R				Literacy Practices	
	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.9-10.5	RI.11-12.5			
	Analyze in detail how an au- thor's ideas or claims are de- veloped and refined by partic-Analyze and evaluate the effec- tiveness of the structure an au- thor uses in his or her exposi-		2	Employ, develop and refine schema to understand and create text.	
	ular sentences, paragraphs or larger portions of a text.	tion or argument.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	N	IULTIDIMENSIONALITY - RI.11-1	2.5		Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis		4	guage arts to better understand self,
		ctiveness of the structure an author uses in his or her EXPOSITION			others and the world.
	MENT.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR INFORMATIO	NAL TEXT		
	6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.		6	Collaborate with others to create new meaning.	
		PROGRESSION		7	Utilize digital resources to learn and share with others.
	RI.9-10.6 Determine an author's point	RI.11-12.6 Determine an author's point of			
	of view, perspective and pur- pose in a text and analyze how an author uses rhetoric	view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing		8	Engage in specialized, discipline- specific literacy practices.
	to advance that point of view or purpose.	how style and content contrib- ute to the effectiveness of the text.		9	Apply high level cognitive processes to think deeply and critically about text.
		IULTIDIMENSIONALITY - RI.11-1			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE in a text in which the RHETORIC is par-		10	Develop a literacy identity that pro- motes lifelong learning.	
	ticularly effective, analyzing hov	w style and <i>content</i> contribute to th	ιε επεςτινέηεςς οτ της τέχτ.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATIO	NAL TEXT		Interdisciplinary
P	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RI.9-10.7	RI.11-12.7			ç
	Analyze various accounts of a subject presented in different print and non-print formats,	Integrate and evaluate multiple sources of information present- ed in different print and non-		2	Employ, develop and refine schema to understand and create text.
	determining which details are emphasized in each account.	print formats in order to ad- dress a question or solve a problem.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.11-12.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Integrate and evaluate MULTIPLE SOURCES OF INFORMATION presented in different print and non-print formats in order to address a question or solve a problem.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
D				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			NAL TEXT ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	valiaity, reasoning, relevance ar			_	Utilize digital resources to learn and
	RI.9-10.8	PROGRESSION RI.11-12.8		7	share with others.
	Evaluate the argument, spe- cific claims and evidence in a text, assessing the validity,	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reason-		8	Engage in specialized, discipline- specific literacy practices.
ľ	reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	ing, relevance and sufficiency; analyze false statements and fallacious reasoning.		9	Apply high level cognitive processes to think deeply and critically about text.
	M Green (italic) = Comp	ULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
		fic CLAIMS and EVIDENCE in a text, false statements and FALLACIOUS F	, assessing the validity, reasoning, rele- REASONING.		HOME

	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge				Interdisciplinary Literacy Practices
	or to compare the approaches the	e authors take.			Literacy i lactices
		PROGRESSION		1	Recognize that text is anything that
	RI.9-10.9	RI.11-12.9		1	communicates a message.
	Analyze documents of historical and literary significance, includ- ing how they address related	Analyze documents of historical and literary significance for their themes, purposes and rhetorical		2	Employ, develop and refine schema to understand and create text.
	themes and concepts.	features.			View literacy experiences as transac-
		JLTIDIMENSIONALITY - RI.11-12.9 rehension Purple (bold) = Analysis MAR	ROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
đ	Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE for their themes, purposes and rhetori- cal features.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficient- ly.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Callabarata with athemata maste
	RI.9-10.10 By the end of the year, flexibly	RI.11-12.10 By the end of the year, flexibly use		6	Collaborate with others to create new meaning.
	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-		7	Utilize digital resources to learn and share with others.
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade	nowledge, de- knowledge, determining im- cance) to read, portance) to read, comprehend		8	Engage in specialized, discipline- specific literacy practices.
	-level appropriate, complex in- formational texts independent- ly and proficiently.	ate, complex informational texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about text.
	MU				
	By the end of the year, flexibly us	ehension Purple (bold) = Analysis MAR e a variety of comprehension strategie g, synthesizing, using prior knowledge,	s (i.e., questioning, monitoring, vis-	10	Develop a literacy identity that pro- motes lifelong learning.
	<i>comprehend</i> and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.			HOME	

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.
	 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim (s) from alternate or opposing claims and create an organization that logically sequences claim(s), coun- 	2	Employ, develop and refine schema to understand and create text.
<u>C.11-</u> <u>12.1</u>	 terclaims, reasons and evidence. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create co- hesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to	6	Collaborate with others to create new meaning.
	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when use-	7	Utilize digital resources to learn and share with others.
<u>C.11-</u>	 ful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. 	8	Engage in specialized, discipline- specific literacy practices.
<u>12.2</u>	 d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 	9	Apply high level cognitive processes to think deeply and critically about text.
	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.g. Provide a concluding statement or section that follows from and supports the information or explanation	10	Develop a literacy identity that pro- motes lifelong learning.
	 presented. h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 		HOME

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well -structured sequences for an intended purpose, including but not limited to introducing an issue and/or sup-		communicates a message.
	porting a claim.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
6.11	 Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.11-</u> <u>12.3</u>	 c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Development of the production and Distribution.	6	Collaborate with others to create new meaning.
<u>C.11-</u> <u>12.4</u>			Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge		Engage in specialized, discipline-
<u>C.11-</u> <u>12.5</u>	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	8	specific literacy practices.
<u>C.11-</u> <u>12.6</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreli-		Apply high level cognitive processes to think deeply and critically about text.
	ance on any one source and following a standard format for citation. Range of Writing	10	Develop a literacy identity that pro- motes lifelong learning.
<u>C.11-</u> <u>12.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION

1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

valid reasoning and relevant and	PROGRESSION	1	Recognize that text is anything that
C.9-10.1	C.11-12.1		communicates a message.
Compose arguments to support claims in an analysis of substan- tive topics or texts, using valid	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reason-	2	Employ, develop and refine schema to understand and create text.
reasoning and relevant and sufficient evidence.	ing and relevant and sufficient evi- dence.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
a. Produce clear and coherent writing in which the devel- opment, organization and	a. Produce clear and coherent writing in which the develop- ment, organization and style	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
style are appropriate to task, purpose and audience.	are appropriate to task, pur- pose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organi- 	 b. Introduce precise, knowledgea- ble claim(s), establish the sig- nificance of the claim(s), distin- guish the claim(s) from alter- 	6	Collaborate with others to create new meaning.
zation that establishes clear relationships among claim (s), counterclaims, reasons	nate or opposing claims and create an organization that logi- cally sequences claim(s), coun-	7	Utilize digital resources to learn and share with others.
and evidence.	terclaims, reasons and evi- dence.	8	Engage in specialized, discipline- specific literacy practices.
 c. Develop claim(s) and coun- terclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a 	 c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and 	9	Apply high level cognitive processes to think deeply and critically about text.
and imitations of both in a manner that anticipates the audience's knowledge level and concerns.	limitations of both in a manner that anticipates the audience's knowledge level, concerns, val-	10	Develop a literacy identity that pro- motes lifelong learning.
	ues and possible biases.		HOME

		PROGRESSION		Interdisciplinary
	C.9-10.1	C.11-12.1		Literacy Practices
	 a. Link the major sections of the text cohesively, and clarify the relation- ships among claim(s), 	 Use words, phrases and clauses as well as varied syn- tax to link the major sections of the text, create cohesion, 	1	Recognize that text is anything that communicates a message.
	counter-claims, reasons and evidence.	and clarify the relationships between claim(s) and rea- sons, between reasons and	2	Employ, develop and refine schema to understand and create text.
	e. Establish and maintain a	evidence and between claim (s) and opposing claims. e. Establish and maintain a task	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	task appropriate writing style.	appropriate writing style.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
,	 Provide a concluding statement or section that follows from and sup- ports the argument pre- sented. 	 Provide a concluding state- ment or section that follows from and supports the argu- ment presented. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 g. Develop and strengthen writing as needed by 	g. Develop and strengthen writing as needed by plan-	6	Collaborate with others to create new meaning.
	planning, revising, ed- iting, rewriting or trying a new approach, focusing	ning, revising, editing, re- writing or trying a new ap- proach, focusing on address- ing what is most significant	7	Utilize digital resources to learn and share with others.
	on addressing what is most significant for a specific purpose and au- dience.	for a specific purpose and audience	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

MULTIDIMENSIONALITY - 11-12.1

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT

Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim (s), counterclaims, reasons and evidence.
- c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- **g.** Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

GUIDING PRINCIPLE FOR COMPOSITION

9

2. Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

	PROGRESSION		
C.9-10.2	C.11-12.2	1	Recognize that text is anything that communicates a message.
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor- mation clearly and accurately	2	Employ, develop and refine schema to understand and create text.
clearly and accurately through the effective selection, organi- zation and analysis of content.	through the effective selection, organization and analysis of con- tent.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
 a. Produce writing in which the development and or- ganization are appropriate 	 Produce clear and coherent writing in which the develop- ment, organization and style 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
to task and purpose.	are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
b. Introduce a topic; organize complex ideas, concepts and information to make	b. Introduce a topic; organize complex ideas, concepts and information so that each new	6	Collaborate with others to create new meaning.
important connections and distinctions; include for- matting, graphics and mul- timedia when useful to	element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when	7	Utilize digital resources to learn and share with others.
aiding comprehension.	useful to aiding comprehen- sion.	8	Engage in specialized, discipline- specific literacy practices.
c. Develop the topic with well -chosen, relevant and suffi- cient facts, extended defi- nitions, concrete details,	 Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, extend- ed definitions, concrete details, 	9	Apply high level cognitive processes to think deeply and critically about text.
quotations or other infor- mation and examples ap- propriate to the audience's knowledge of the topic.	quotations or other infor- mation and examples appropri- ate to the audience's knowledge of the topic.	10	Develop a literacy identity that pro- motes lifelong learning.
knowledge of the topic.	knowledge of the topic.		HOME

		PROGRESSION			Interdisciplinary
	C.9-10.2	C.11-12.2			
C	I. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the re- lationships among complex	d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex		1	Iteracy Practices Recognize that text is anything that communicates a message.
	ideas and concepts.	ideas and concepts.		2	Employ, develop and refine schema to understand and create text.
e	 Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	e. Use precise language, domain- specific vocabulary and tech- niques such as metaphor, sim- ile and analogy to manage the		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
f	. Establish and maintain a formal style and objective	complexity of the topic.f. Establish and maintain a formal style and objective tone		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tone while attending to the norms and conventions of the discipline in which they are writing.	while attending to the norms and conventions of the disci- pline in which they are writing.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Ę	. Provide a concluding state-	g. Provide a concluding state-		6	Collaborate with others to create new meaning.
	ment or section that follows from and supports the infor- mation or explanation pre- sented.	ment or section that follows from and supports the infor- mation or explanation pre- sented.		7	Utilize digital resources to learn and share with others.
ŀ	 Develop and strengthen 	h. Develop and strengthen		8	Engage in specialized, discipline- specific literacy practices.
	writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on ad- dressing what is most sig-	writing as needed by planning, revising, editing, rewriting or trying a new approach, focus- ing on addressing what is most significant for a specific		9	Apply high level cognitive processes to think deeply and critically about text.
	nificant for a specific pur- pose and audience.	purpose and audience.		10	Develop a literacy identity that pro- motes lifelong learning.
			l l		HOME

	MULTIDIMENSIONALITY - 11-12.12		Interdisciplinary
Τ	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
	 Compose INFORMATIVE/EXPLANATORY TEXTS to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	1	Recognize that text is anything that communicates a message.
	b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia	2	Employ, develop and refine schema to understand and create text.
	 when useful to aiding comprehension. C. Develop the topic thoroughly by selecting the most significant and relevant <i>facts</i>, <i>extended defini-</i> <i>tions</i>, <i>concrete details</i>, <i>quotations or other information and examples appropriate to the audience's</i> 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. Establish and maintain a formal style and objective tone while attending to the norms and conven- tions of the discipline in which they are writing.	6	Collaborate with others to create new meaning.
	 g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. Develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new 	7	Utilize digital resources to learn and share with others.
	approach, focusing on addressing what is most significant for a specific purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

GUIDING PRINCIPLE FOR COMPOSITION

P

3. Students will compose narratives to develop real or imagined experiences or events using effective technique, well-chosen c

nique, well-chosen details and w	ell-structured event sequences.		Recognize that text is anything that
	PROGRESSION	 1	communicates a message.
C.9-10.3	C.11-12.3		Employ, develop and refine schema
Use narratives strategically in other modes of writing, utiliz-	Use narratives strategically in other modes of writing, utilizing	2	to understand and create text.
ing effective technique, well- chosen details and well- structured sequences for an intended purpose including	effective technique, well-chosen details and well-structured se- quences for an intended pur- pose, including but not limited to	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
but not limited to introducing an idea and/or supporting a claim.	introducing an issue and/or supporting a claim.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
a. Produce clear and coher- ent writing in which the development, organization and style are appropriate	 Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
to task, purpose, and audi- ence.	pose and audience.	6	Collaborate with others to create new meaning.
 Engage and orient the reader by setting out a problem, situation or ob- servation, establishing one 	 Engage and orient the read- er by setting out a problem, situation or observation and its significance, establishing 	7	Utilize digital resources to learn and share with others.
or multiple point(s) of view and introducing a narrator and/or charac-	one or multiple point(s) of view, and introducing a nar- rator and/or characters; cre- ate a smooth progression of	8	Engage in specialized, discipline- specific literacy practices.
ters; create a smooth pro- gression of experiences or events.c. Use narrative techniques,	c. Use narrative techniques,	9	Apply high level cognitive processes to think deeply and critically about text.
such as dialogue, pacing, description, reflection and multiple plot lines, to de- velop experiences, events	such as dialogue, pacing, description, reflection and multiple plot lines, to devel- op experiences, events and/	10	Develop a literacy identity that pro- motes lifelong learning.
and/or characters.	or characters.		HOME

	PROGRESSION		Interdisciplinary
C.9-10.3	C.11-12.3		iteracy Practices
 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build 	1	Recognize that text is anything that communicates a message.
	toward a particular tone and outcome.	2	Employ, develop and refine schema to understand and create text.
e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experi-	 Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc- 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
ences, events, setting and/or characters.	es, events, setting, and/or characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 f. Provide a conclusion that explicitly connects the narra- tive's relevance to the in- tended purpose of the 	 Provide a conclusion that explicitly connects the narra- tive's relevance to the intend- ed purpose of the writing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
writing. g. Develop and strengthen	g. Develop and strengthen	6	Collaborate with others to create new meaning.
writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on address-	writing as needed by planning, revising, editing, rewriting or trying a new approach, focus- ing on addressing what is	7	Utilize digital resources to learn and share with others.
for a specific purpose and audience.	most significant for a specific purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

MULTIDIMENSIONALITY - C.11-12.3

Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT



Use NARRATIVES strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*
- b. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- *d.* Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	10 Develop a literacy identity that pro- motes lifelong learning.			
	HOME			

	GUIDIN	IG PRINCIPLE FOR COMPOSITION			Interdisciplinary
2	4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.			Literacy Practices	
	C.9-10.4 Use digital resources to create, pub-	PROGRESSION C.11-12.4 Use digital resources to create, pub-		1	Recognize that text is anything that communicates a message.
	lish and update individual or shared products, taking advantage of tech- nology's capacity to link to other information and to display infor-	lish and update individual or shared products, taking advantage of tech- nology's capacity to link to other information and to display infor-		2	Employ, develop and refine schema to understand and create text.
-	mation flexibly and dynamically. Use a variety of formats to cite sources.	mation flexibly and dynamically. Use a variety of formats to cite sources.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - C.11-12.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Use DIGITAL RESOURCES to create, publish, and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
P	Use a variety of formats to cite sources. GUIDING PRINCIPLE FOR COMPOSITION			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 		6	Collaborate with others to create new meaning.	
		PROGRESSION			
	C.9-10.5 Conduct short as well as more	C.11.12.5 Conduct short as well as more sustained		7	Utilize digital resources to learn and share with others.
	sustained research projects toresearch projects to answer a questionanswer a question (including a self(including a self-generated question) or-generated question) or solve asolve a problem; narrow or broaden theproblem; narrow or broaden theinquiry when appropriate; synthesize		8	Engage in specialized, discipline- specific literacy practices.	
	inquiry when appropriate; synthe- size multiple sources on the sub- ject, demonstrating understanding of the subject under investigation.	multiple sources on the subject, demon- strating understanding of the subject under investigation.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.11-12.5				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Conduct short as well as more sustained RESEARCH projects to answer a question (including a self-			10	Develop a literacy identity that pro- motes lifelong learning.
Ľľ	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				HOME

GUIDING PRINCIPLE FOR COMPOSITION



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

· ·	search while avoiding plagiarism.				
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.9-10.6	C.11-12.6			communicates a message.
	Gather relevant information from multiple authoritative print and digital sources, using advancedGather relevant information from multiple authoritative print and digi- tal sources, using advanced searches effectively; assess thesearches effectively; assess theeffectively; assess the strengths and			2	Employ, develop and refine schema to understand and create text.
	usefulness of each source in an- swering the research question; integrate information into the text selectively to maintain the flow of	limitations of each source in terms of the task, purpose and audience; inte- grate information into the text selec- tively to maintain the flow of ideas,		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	ideas, avoiding plagiarism and fol- lowing a standard format for cita- tion.	avoiding plagiarism and overreliance on any one source and following a standard format for citation.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	MU	LTIDIMENSIONALITY - C.11-12.6			Apply strategic practices, with
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effec- tively; assess the strengths and limitations of each source in terms of the task, purpose and audience; inte-			5	scaffolding and then independently, to approach new literacy tasks.
	grate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.			6	Collaborate with others to create new meaning.
	GUIDING PRINCIPLE FOR COMPOSITION		7	Utilize digital resources to learn and	
12	7. Students will compose routinely and audiences.	over extended and shorter time frames	for a variety of tasks, purposes	,	share with others.
		PROGRESSION		8	Engage in specialized, discipline-
	C.9-10.7	C.11-12.7			specific literacy practices.
	tended time frames andframesshorter time frames for aof tvariety of tasks, purposesof t	npose routinely over extended time nes and shorter time frames for a range ask, purposes and audiences.		9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.	LTIDIMENSIONALITY - C.11-12.7			Develop a literacy identity that pro-
			ON (CAPS) = CONTENT	10	motes lifelong learning.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.				HOME

	Language – Grades 11-12	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.
<u>L.11-</u> <u>12.1</u>			Employ, develop and refine schema to understand and create text.
<u>L.11-</u> <u>12.2</u>	When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.11-</u> <u>12.3</u>	choices for meaning or style and to comprehend more fully when reading or listening.a. Apply an understanding of syntax to the study of complex texts when reading.b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 		Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
<u>L.11-</u> <u>12.4</u>			Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
<u>L.11-</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and ana-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>12.5</u>	lyze their function in the text.b. Analyze nuances in the meaning of words with similar denotations.		HOME



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.9-10.1	PROGRESSION L.11-12.1		1	Recognize that text is anything that communicates a message.
In both written and oral expres- sion: a. Demonstrate appropriate	In both written and oral expres- sion: a. Demonstrate the under-		2	Employ, develop and refine schema to understand and create text.
use of parallel structure. b. Demonstrate appropriate	standing that usage is a matter of convention, can change over time, and may		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
use of various types of phrases (noun, verb, adjec- tival, adverbial, participial,	be contested.b. Resolve issues of complex or contested usage, consulting		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
prepositional, absolute) and clauses (independent, de- pendent; noun, relative, ad-	references as needed.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
verbial) to convey specific meanings and add variety and interest to writing or			6	Collaborate with others to create new meaning.
	ULTIDIMENSIONALITY - L.11-12.1 ehension Purple (bold) = Analysis M/	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
In both written and oral expression		`` <i>`</i>	8	Engage in specialized, discipline- specific literacy practices.
be contested.	ng that usage is a matter of convention of convention of convention of convention of convention of convention of contested usage, consulting reference of consulting reference		9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

2

2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		PROGRESSION		_	Recognize that text is anything that
	L.9-10.2	L.11-12.2		1	communicates a message.
	When writing: When writing: a. Demonstrate appropriate a. Demonstrate command of			2	Employ, develop and refine schema to understand and create text.
	 Demonstrate appropriate use of a semicolon with and without a conjunctive ad- verb to link two or more 	the conventions of standard English capitalization, punc- tuation, and spelling.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	closely related independent clauses.			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 Demonstrate appropriate use of a colon to introduce a list or quotation. 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 c. Demonstrate appropriate use of strategies and re- 			6	Collaborate with others to create new meaning.
	sources (print and electron- ic) to identify and correct spelling errors.			7	Utilize digital resources to learn and share with others.
	MU	LTIDIMENSIONALITY - L.11-12.2	ADOON (CADS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
ſŢ	When writing:	ehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		9	Apply high level cognitive processes to think deeply and critically about text.
	a. Demonstrate command of the TION AND SPELLING.	CONVENTIONS OF STANDARD ENG	LISH CAPITALIZATION, PUNCTUA-	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	PROGRESSION		1	Recognize that text is anything that communicates a message.
L.9-10.3	L.11-12.3			communicates a message.
Apply knowledge of language to understand how language func- tions in different contexts, to	Apply knowledge of language to understand how language func- tions in different contexts, to		2	Employ, develop and refine schema to understand and create text.
make effective choices for meaning or style and to com- prehend more fully when read-	make effective choices for meaning or style and to compre- hend more fully when reading		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
ing or listening.	or listening.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 Write and edit work so that it conforms to the guide- lines in a style manual ap- propriate for the discipline 	 Apply an understanding of syntax to the study of com- plex texts when reading. 	syntax to the study of com-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
and writing type.			6	Collaborate with others to create new meaning.
	sulting references for guid- ance as needed.		7	Utilize digital resources to learn and share with others.
1	LTIDIMENSIONALITY - L.11-12.3 ehension Purple (bold) = Analysis M		8	Engage in specialized, discipline- specific literacy practices.
Apply knowledge of language to u	nderstand how language functions in o	lifferent contexts, to make effective	9	Apply high level cognitive processes to think deeply and critically about text.
a. Apply an understanding of sy	ing and speaking, consulting referen	when reading.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

L.11-12.4

Determine or clarify the mean-

101	n /	
L.J-1	U. 4	

PROGRESSION

Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.



Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or

 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.

phrase.

c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

ing of unknown and multiple-
meaning words and phrases
based on grades 11-12 reading
and content, choosing flexibly
from an array of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5 Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.					
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9	Apply high level cognitive processes to think deeply and critically about text.				
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

		PROGRESSION		-	Interdisciplinary
	L.9-10.4	L.11-12.4			
	 Acquire and use accurately general academic and do- main-specific words and phrases, sufficient for read- 	 Acquire and use accurately general academic and do- main-specific words and phrases, sufficient for read- 		1	Literacy Practices Recognize that text is anything that communicates a message.
	ing, writing, speaking, and listening at the college and career readiness level;	ing, writing, speaking, and listening at the college and career readiness level;		2	Employ, develop and refine schema to understand and create text.
	demonstrate independence in gathering vocabulary knowledge when consider-	demonstrate independence in gathering vocabulary knowledge when consider-		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	ing a word or phrase im- portant to comprehension or expression.	ing a word or phrase im- portant to comprehension or expression.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	MU	LTIDIMENSIONALITY - L.11-12.4		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Green (italic) = Compre			6	Collaborate with others to create new meaning.
	 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 -12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function 		7	Utilize digital resources to learn and share with others.	
]	in a sentence) as a clue to the b. Identify and correctly use patte		ifferent meanings or parts of speech.	8	Engage in specialized, discipline- specific literacy practices.
	 c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate inde- 		9	Apply high level cognitive processes to think deeply and critically about text.	
			a word or phrase important to com-	10	Develop a literacy identity that pro- motes lifelong learning.
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5. Students will demonstrate understanding of word relationships and nuances in word meanings.

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	PROGRESSION		1	Recognize that text is anything that	
	L.9-10.5 Demonstrate understanding of,	L.11-12.5 Demonstrate understanding of,		Ŧ	communicates a message.
	figurative language, word rela- tionships and nuances in word meanings.	figurative language, word rela- tionships and nuances in word meanings.		2	Employ, develop and refine schema to understand and create text.
/	a. Interpret figures of speech	a. Interpret figures of speech a. Interpret figures of speech		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	 in context, including but not limited to euphemism and limited to hyperbole and oxymoron, and analyze paradox, and analyze their their rhetorical function in rhetorical function in the text. b. Analyze nuances in the b. Analyze nuances in the 		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	meaning of words with simi- lar denotations.	meaning of words with simi- lar denotations.		6	Collaborate with others to create new meaning.
		LTIDIMENSIONALITY - L.11-12.5 chension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.			8	Engage in specialized, discipline- specific literacy practices.
	 a. Interpret FIGURES OF SPEECH in context, including but not limited to HYPERBOLE and PARADOX, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. 		9	Apply high level cognitive processes to think deeply and critically about text.	
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

Interdisciplinary Literacy Practices

Interdisciplinary Literacy Practices

The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.

Collectively and independently, the practices support the KBE's vision, which is intended to ensure each and every Kentucky student is empowered and equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively contribute to the world around him or her. The ten Interdisciplinary Literacy Practices are clarified further by possible teacher and student actions. These actions illustrate what the teacher and students may be doing in a classroom that employs the interdisciplinary practices. While the examples do not provide an exhaustive list, they do demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

1. Recognize that text is anything that communicates a message.

As 21st century learners, students interpret both print and non-print content, while expanding their traditional understanding of text to include visual, auditory and digital sources. Print and non-print content across themes and disciplines provides ongoing and increasingly rigorous opportunities for students to interpret messages communicated through different media.

Possible Teacher Actions	Possible Student Actions	
 Intentionally choose print and non-print interdiscipli- nary texts to demonstrate the variety of ways in which authors can communicate meaning. 	 Recognize the author's perspective and intended meaning in creating the message in both print and non-print text. Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital. 	



2. Employ, develop and refine schema to understand and create text.

Students' schema provides the lens through which they view new information. Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways. By activating prior knowledge, developing new connections, applying specialized vocabulary and reflecting on new understanding, students are equipped as literate learners in the 21st century.

Possible Teacher Actions	Possible Student Actions		
 Prompt students through questioning, scenarios, simulations or other strategies to activate prior knowledge. Use students' schema associated with both content (background) knowledge and literacy strategies to break down, approach or create a text. Offer students an opportunity to make connections to texts, interdisciplinary contexts, themselves and the outside world. 	 Use the term <i>schema</i> in describing their existing understanding of terms, concepts and processes. Apply and refine schema to understand new concepts. Reflect on interdisciplinary information and understand the impact it has on their learning. 		

3. View literary experiences as transactional, interdisciplinary and transformational.

Students' understanding and use of text are dependent upon the transaction between the reader, the text itself and the context. This transaction values the parameters of the text, the input of the reader and the opportunities in the classroom to build understanding. When students' literacy experiences cross traditional disciplinary boundaries, their knowledge is expanded and relevant. Furthermore, students' interactions with text become transformational when they are motivated to pursue additional information or activity as a result of their new schema.

Possible Teacher Actions	Possible Student Actions		
 Assist students in understanding that meaning in a text is generated by the <i>transaction</i> between the text itself and the experiences, ideas or perspectives the reader brings. Use engaging, interdisciplinary texts that prompt student action or inquiry. 	 Blend the information provided by multiple texts with schema to provide understanding. Use the literary experience to either change or inform an opinion or to take action. 		



4. Utilize receptive and expressive language arts to better understand self, others and the world.

Employing both *receptive* (i.e., listening, reading and viewing) and *expressive* (i.e., speaking, writing and visually representing) elements values *all* language arts as interrelated and critical to the meaning-making process. Experiencing connected and relevant literacy instruction motivates students to think critically about their relationship to the world.

Possible Teacher Actions	Possible Student Actions	
 Provide students with connected and relevant literacy instruction so that they read like a writer/write like a reader, or speak like a listener/listen like a speaker, etc. Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated. 	 Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts). Engage actively in their listening, reading and viewing experiences. 	

5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

When students strategically approach literacy tasks, they make intentional decisions about when, where and how to apply thinking and learning processes. Independence and transference ultimately empower students as lifelong learners.

Possible Teacher Actions	Possible Student Actions	
 Offer and model various learning strategies for how to approach a new text. Provide opportunities for students to self-regulate by choosing appropriate strategies for a new task. 	 Use learning strategies to access unfamiliar or new literacy tasks. Decide which strategy best meets the need for a particular text or task. 	



6. Collaborate with others to create meaning.

Since learning does not occur in isolation, students should interact with others to confirm, challenge or shape their views and ideas. Collaboration facilitates understanding and develops an appreciation of diverse experiences and perspectives.

Possible Teacher Actions	Possible Student Actions		
 Provide multiple opportunities for collaboration on a variety of texts. Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives. 	 Listen actively and respectfully to one another to refine understanding and broaden perspectives. Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives. 		

7. Utilize digital resources to learn and share with others.

As members of an interconnected society, students must be productive digital citizens. Knowing how to effectively produce and critically consume digital information equips students to function within and contribute to a world beyond their immediate classroom.

Possible Teacher Actions	Possible Student Actions		
 Instruct students on the ethical use of technology and credibility of digital sources. Provide students with multiple opportunities to learn, communicate and create using various digital resources. 	 Demonstrate ethical use of technology in learn- ing, communicating and creating. Critique digital sources to determine their accuracy and usefulness. 		



8. Engage in specialized, discipline-specific literacy practices.

Students recognize the impact of form, function and content area on literacy approaches. By adopting a disciplinary perspective, they utilize the thinking and learning processes valued within that discipline to interact meaningfully with the text.

Possible Teacher Actions	Possible Student Actions		
• Provide multiple examples of literary forms (e.g., po- etry, prose, drama, etc. in E/LA), focusing on the nec- essary approaches to comprehend the form present- ed.	 Employ discipline-specific approaches to interpret authentic texts. Create text according to conventions, processes, information and forms that are valued by the discipline. 		

9. Apply high level cognitive processes to think deeply and critically about text.

Students must move beyond basic comprehension and interact more deeply with the text. By applying synthesis, analysis, reflection and other higher order thinking skills, students are equipped to examine text critically.

Possible Teacher Actions	Possible Student Actions	
 Use direct instruction to model and practice specific thinking processes (e.g., application, synthesis, analysis, creativity, etc.). Scaffold instruction to assist students in synthesizing ideas from multiple texts. 	 Reflect verbally and/or through written expression on the content of a text. Annotate text to interact with and analyze the content. Break down a text to determine the use of literary devices/techniques and their effect. 	



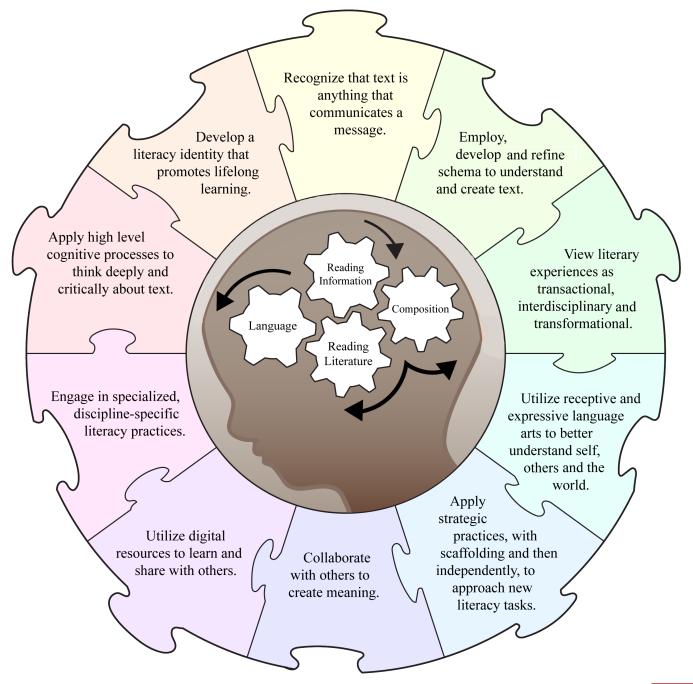
10. Develop a literacy identity that promotes lifelong learning.

Students should view themselves as lifelong learners who take an active role in their literacy development, understanding they impact and are impacted by their interactions with text.

Possible Teacher Actions	Possible Student Actions		
 Discuss the role of an active and engaged reader. Provide opportunities for all levels of readers and writers to experience success. Offer a variety of engaging texts geared toward student interest, demonstrating that multiple reading options exist. 	 Utilize a variety of texts for multiple purposes, both inside and outside of the classroom. Take risks in applying various strategies and techniques in reading and writing. 		



Interdisciplinary Literacy Practices Infographic



HOME

Reading - Foundational Skills		Interdisciplinary Literacy Practices	
	Print Concepts		Recognize that text is anything that
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	1	communicates a message.
	a. Follow words from left to right, top to bottom and page by page.	2	Employ, develop and refine schema
RF.K.1	 Recognize that spoken words are represented in written language by specific sequences of letters. 	<u> </u>	to understand and create text.
	c. Recognize that words are separated by spaces in print.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	d. Recognize and name all upper- and lowercase letters of the alphabet.	<u> </u>	mational.
RF.1.1	Recognize the distinguishing features of a sentence including first word, capitalization, spacing,	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ending punctuation.	5	Apply strategic practices, with
	Phonological Awareness		scaffolding and then independently, to approach new literacy tasks.
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<u> </u>	
	a. Recognize and orally produce rhyming words.	6	Collaborate with others to create new meaning.
	b. Count, pronounce, blend and segment syllables in spoken words.	7	
RF.K.2	Blend and segment onsets and rhymes of single-syllable spoken words.		Utilize digital resources to learn and share with others.
	 Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. 	8	Engage in specialized, discipline-
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	o	specific literacy practices.
	words.		Apply high level cognitive processes
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	9	to think deeply and critically about text.
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	<u> </u>	
RF.1.2	 b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 	10	Develop a literacy identity that pro- motes lifelong learning.
	c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).		HOME

	Reading - Foundational Skills		Interdisciplinary
Redding Touridational Skins		Literacy Practices	
	Phonics and Word Recognition		Recognize that text is anything that
	Know and apply grade-level phonics and word analysis skills in decoding words.	1	communicates a message.
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	2	Employ, develop and refine schema
RF.K.3	b. Associate the long and short sounds with common spellings (graphemes) for the five major vow-		to understand and create text.
	els. c. Read common high-frequency words by sight.	3	View literacy experiences as transac tional, interdisciplinary and transfor- mational.
	 d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	4	Utilize receptive and expressive lan- guage arts to better understand self,
	Know and apply grade-level phonics and word analysis skills in decoding words.		others and the world.
	a. Know the spelling-sound correspondences for common consonant digraphs.		Apply strategic practices, with
	b. Decode regularly spelled one-syllable words.	5	scaffolding and then independently,
RF.1.3	c. Know final -e and common vowel team conventions for representing long vowel sounds.		to approach new literacy tasks.
	d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	6	Collaborate with others to create new meaning.
	e. With adult support, decode two-syllable words by breaking the words into syllables.		Utilize digital resources to learn and
	f. Read words with inflectional endings.	7	share with others.
	g. Recognize and read grade-appropriate irregularly spelled words.		Engage in specialized, discipline-
	Know and apply grade-level phonics and word analysis skills in decoding words.	8	specific literacy practices.
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.		Apply high level cognitive processes
	b. Know spelling-sound correspondences for additional common vowel teams.	9	to think deeply and critically about
RF.2.3	c. Decode regularly spelled two-syllable words with long vowels.		text.
	d. Identify, decode and know the meaning of words with the most common prefixes and deriva- tional suffixes.	10	Develop a literacy identity that pro- motes lifelong learning.
	e. Identify words with inconsistent but common spelling-sound correspondences.		·
	f. Recognize and read grade-appropriate irregularly spelled words.		HOME

Reading - Foundational Skills

Phonics and Word Recognition

Phonics and Word Recognition			Recognize that text is anything that
	Know and apply grade-level phonics and word analysis skills in decoding words.	L	communicates a message.
RF.3.3	a. Identify, decode and know the meaning of words with the most common prefixes and derivation- al suffixes including Latin suffixes.	2	Employ, develop and refine schema to understand and create text.
	b. Decode multisyllabic words.c. Read grade-appropriate irregularly spelled words.	2	View literacy experiences as transac-
	Know and apply grade-level phonics and word analysis skills in decoding words.	3	tional, interdisciplinary and transfor- mational.
RF.4.3	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and mor- phology to accurately read unfamiliar multisyllabic words.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RF.5.3	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			Collaborate with others to create
	Fluency	6	new meaning.
RF.K.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.		Utilize digital resources to learn and
	a. Read emergent-reader texts with purpose and understanding.	7	share with others.
	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.		
			Engage in specialized, discipline-
RF.1.4	a. Read grade-level text with purpose and understanding.	8	Engage in specialized, discipline- specific literacy practices.
RF.1.4		8	
RF.1.4	a. Read grade-level text with purpose and understanding.	8 9	specific literacy practices. Apply high level cognitive processes to think deeply and critically about
RF.1.4	a. Read grade-level text with purpose and understanding.b. Orally read grade-level text fluently on successive readings.		specific literacy practices. Apply high level cognitive processes
RF.1.4 RF.2.4	 a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. 		specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	 a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. 	9	specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that pro-
	 a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. 	9	specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that pro-

Interdisciplinary **Literacy Practices**

Reading - Foundational Skills		Interdisciplinary	
	Fluency		Recognize that text is anything that communicates a message.
	 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. 	2	Employ, develop and refine schema to understand and create text.
RF.3.4		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RF.4.4		6	Collaborate with others to create new meaning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	7	Utilize digital resources to learn and share with others.
	 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level texts with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	8	Engage in specialized, discipline- specific literacy practices.
RF.5.4		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

Reading Standards for Literature Key Ideas and Details		Interdisciplinary Literacy Practices	
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when draw- ing inferences from the text.	6	Collaborate with others to create
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing infer- ences from the text.	Ľ.	new meaning.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7	Utilize digital resources to learn and share with others.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	10	Develop a literacy identity that pro- motes lifelong learning.
RL.11- 12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	HOME	

Reading Standards for Literature		Interdisciplinary	
	Key Ideas and Details		Literacy Practices
-	Principle 2 Students will determine central ideas or themes of a text and analyze their development; ific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn	1	Recognize that text is anything that communicates a message.
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate under- standing of the lesson learned in the story.	2	Employ, develop and refine schema to understand and create text.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	4	Utilize receptive and expressive lan- guage arts to better understand self,
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cul- tures.	5	others and the world. Apply strategic practices, with scaffolding and then independently,
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, in- cluding but not limited to poems, stories and dramas.		to approach new literacy tasks.
RL5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dra- mas, and cite relevant implicit and explicit evidence to support thinking.	6	Collaborate with others to create new meaning.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objec- tive summary.	7	Utilize digital resources to learn and share with others.
RL.7.2	Determine themes of a text, and analyze their development through citing textual evidence, para- phrasing or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.2	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	10	Develop a literacy identity that pro- motes lifelong learning.
RL.11- 12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex ac-count.	HOME	

Reading Standards for Literature			Interdisciplinary	
	Key Ideas and Details		Literacy Practices	
_	Principle 3 Students will analyze how and why individuals, events and ideas develop and interact over se of a text.	1	Recognize that text is anything that communicates a message.	
RL.K.3	With prompting and support, identify characters, settings and major events in a story to make mean- ing of the story development.	2	Employ, develop and refine schema to understand and create text.	
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make mean- ing of the story development.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feel- ings, and how they affect the plot.	5	Apply strategic practices, with scaffolding and then independently,	
RL.4.3	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.		to approach new literacy tasks.	
	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze	6	Collaborate with others to create new meaning.	
RL.5.3	their interaction over the course of the text.	7	Utilize digital resources to learn and	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.	7	share with others.	
RL.7.3	Analyze how particular elements of a story or drama influence one another.	8	Engage in specialized, discipline- specific literacy practices.	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.	9	Apply high level cognitive processes to think deeply and critically about	
RL.9-	Analyze how complex characters develop over the course of a text, interact with other characters	<u> </u>	text.	
10.3	and advance the plot or develop themes.	10	Develop a literacy identity that pro- motes lifelong learning.	
RL.11- 12.3	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.	HOME		

Interdisciplinary

Craft and Structure

_	Principle 4 Students will interpret words and phrases as they are used in a text, including determining , connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	1	Recognize that text is anything that communicates a message.
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2	Employ, develop and refine schema to understand and create text.
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.		mational. Utilize receptive and expressive lan-
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those	4	guage arts to better understand self, others and the world.
RL.4.4	words and phrases shape meaning. Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RL.5.4	phrases shape meaning. Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	6	Collaborate with others to create new meaning.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of a specific word choice on meaning and tone.	7	Utilize digital resources to learn and share with others.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and con- notative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	9	Apply high level cognitive processes to think deeply and critically about
RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.		text. Develop a literacy identity that pro-
RL.11-	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone	10	motes lifelong learning.
12.4	and on the text as a whole.		HOME

Reading Standards for Literature		Interdisciplinary		
ų		Literacy Practices		
Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs er portions of the text relate to each other and the whole.	1	Recognize that text is anything that communicates a message.		
Recognize common structures of poems, stories and dramas.	2	Employ, develop and refine schema to understand and create text.		
Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	2	View literacy experiences as transac- tional, interdisciplinary and transfor-		
Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in-	3	mational. Utilize receptive and expressive lan-		
cluding but not limited to linear, nonlinear and circular structures.	4	guage arts to better understand self, others and the world.		
Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	5	Apply strategic practices, with scaffolding and then independently,		
Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dra- mas, including but not limited to linear, nonlinear and circular structures.		to approach new literacy tasks. Collaborate with others to create		
Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	6	new meaning.		
Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure	7	Utilize digital resources to learn and share with others.		
Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	8	Engage in specialized, discipline- specific literacy practices.		
Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	9	Apply high level cognitive processes to think deeply and critically about text.		
Analyze how an author's choices concerning how to structure a text, order events within it and ma- nipulate time create such effects as mystery, tension or surprise.	10	Develop a literacy identity that pro- motes lifelong learning.		
Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.		HOME		
	er portions of the text relate to each other and the whole. Recognize common structures of poems, stories and dramas. Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in- cluding but not limited to linear, nonlinear and circular structures. Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dra- mas, including but not limited to linear, nonlinear and circular structures. Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear structures. Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. Analyze how the form or structure of a drama, poem or prose text contributes to its meaning. Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style. Analyze how an author's choices concerning how to structure a text, order events within it and ma- nipulate time create such effects as mystery, tension or surprise. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its	Craft and Structure Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs of the text relate to each other and the whole. 1 Recognize common structures of poems, stories and dramas. 2 Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. 3 Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. 4 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. 5 Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. 6 Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a drama, poem or prose text contributes to its meaning. 7 Compare/contrast the structure of a drama, poem or prose text contributes to its meaning. 9 Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise. 10		

Interdisciplinary **Reading Standards for Literature** Literacy Practices **Craft and Structure** Recognize that text is anything that Guiding Principle 6 Students will analyze how point of view, perspective and purpose shape the content 1 communicates a message. and style of a text. Employ, develop and refine schema With prompting and support, identify the author and illustrator of a story, and explain how each tells 2 RL.K.6 to understand and create text. the story. View literacy experiences as transac-3 tional, interdisciplinary and transfor-RL.1.6 With prompting and support, identify who is telling the story at various points in a text. mational. With prompting and support, acknowledge differences in the perspectives of characters, including by Utilize receptive and expressive lanspeaking in a different voice for each character when reading dialogue aloud, and how those perspec-RL.2.6 4 guage arts to better understand self, tives shape the content of the text. others and the world. Distinguish their own perspective from that of the narrator or those of the characters, and describe Apply strategic practices, with RL.3.6 how various perspectives shape the content of the text. 5 scaffolding and then independently, to approach new literacy tasks. Compare/contrast the point of view of first and third person narrators and the effect they have on RL.4.6 the reader. Collaborate with others to create 6 new meaning. RL.5.6 Describe how a narrator's or speaker's perspective influences how events are described. Utilize digital resources to learn and 7 RL.6.6 Explain how an author develops the perspective of the narrator or speaker in a text . share with others. Engage in specialized, discipline-Analyze how an author develops and contrasts the perspective of different characters or narrators in 8 RL.7.6 specific literacy practices. a text. Apply high level cognitive processes Analyze characters' and readers' perspectives and how the differences create effects, including but RL.8.6 9 to think deeply and critically about not limited to suspense, humor and empathy. text. RL.9-Analyze a particular author's perspective or cultural experience reflected in a work of literature by Develop a literacy identity that prodrawing on a wide reading of world literature. 10.6 10 motes lifelong learning. RL.11-Analyze how point of view and perspective are used to manipulate the reader for a specific purpose HOME or effect, including but not limited to satire, sarcasm, irony and understatement. 12.6

Integration of Knowledge and Ideas

Guiding Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found1communicates a meIn diverse media and formats.Imploy, develop and to understand and to to understand and to understand and to to approach new it to approach to a to to approach to to approac		Integration of Knowledge and Ideas		Recognize that text is anything that
RL.K.7 The papear. 2 to understand and understand and understanding of characters, setting and events. RL.1.7 Use a story's illustrations and details to describe its characters, setting and events. 3 View literacy experimentation. RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. 4 Utilize receptive an guage arts to better others and the word ited to creating mood, character and setting. RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. 4 Quage arts to better others and the word scaffolding and their to approach new lit when they listen or watch. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including when they listen or watch. 5 Collaborate with others. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. 6 Collaborate with others. RL.7.7 Compare/contrast reading a print text and viewing its visual/oral presentation. 7 Utilize digital resou share with others. RL.8.7 Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors. 9 Apply high level cog to think deeply and text.	-		1	communicates a message.
RL.17 Ose a story s indictations and details to describe its thatacters, setting and events. 3 tional, interdiscipling mational. RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. 4 Utilize receptive an guage arts to better others and the events. RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. 5 Apply strategic practice aspects of a text's illustration and a visual or oral presentation, including making connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. 6 Collaborate with others. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. 7 Utilize digital resours share with others. RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects or techniques unique to each medium. 8 Engage in specialize specific literacy practice text. RL.7.7 Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects from the text or script, evaluating choices made by the director or actors. 8 Engage in specialize specific literacy practice text. RL.8.7 Analyze the extent to which a filmed/live production of	RL.K.7		2	Employ, develop and refine schema to understand and create text.
RL.2.7 Ose a story sindstrations and words in print/hor-print texts to denoissitate understanding of thate- ters, setting and plot. 4 Utilize receptive an guage arts to better others and the wor starts to better to approach new lit to approach new lit opproach new lit to approach new l	RL.1.7		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
RL.3.7 ited to creating mood, character and setting. Apply strategic practice and setting. RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. S Solidoing and their to approach new list or approach	RL.2.7	ters, setting and plot.	4	Utilize receptive and expressive lan- guage arts to better understand self,
RL.4.7 making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. Image: Collaborate with other with the	RL.3.7	ited to creating mood, character and setting.		Apply strategic practices, with
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. 6 Collaborate with ot new meaning. RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. 7 Utilize digital resourt share with others. RL.7.7 Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium. 8 Engage in specialize specific literacy pratice specific literacy prate specific literacy prat	RL.4.7	making connections with what they "see" and "hear" when reading the text to what they perceive	5	scaffolding and then independently, to approach new literacy tasks.
RL.6.7Compare/contrast reading a print text and viewing its visual/oral presentation.Ishare with others.RL.7.7Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.8Engage in specialize specific literacy pra- to think deeply and text.RL.8.7Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.9Apply high level cog to think deeply and text.RL.9- 10.7Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.10Develop a literacy in motes lifelong learnRL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter-10Develop a literacy in motes lifelong learn	RL.5.7		6	Collaborate with others to create new meaning.
RL.7.7 of techniques unique to each medium. 8 specific literacy pranov RL.8.7 Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors. 9 Apply high level coge to think deeply and text. RL.9- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 10 Develop a literacy in motes lifelong learn RL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter- 10 Develop a literacy in motes lifelong learn	RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.	7	Utilize digital resources to learn and share with others.
RL.8.7 Analyze the center to which a mined interpretation of a subject or a key scene in two different artistic mediums, including 9 to think deeply and text. RL.9- Analyze the representation of a subject or a key scene in two different artistic mediums, including 10.7 Develop a literacy id motes lifelong learn RL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter- 10 Develop a literacy id motes lifelong learn	RL.7.7		8	Engage in specialized, discipline- specific literacy practices.
10.7 what is emphasized or absent in each treatment. Develop a literacy is motes lifelong learning how each version inter- RL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter- 10	RL.8.7		9	Apply high level cognitive processes to think deeply and critically about text.
RL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter-			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

Interdisciplinary

Literacy Practices

Reading Standards for Literature			Interdisciplinary Literacy Practices
- T	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a essing the validity, reasoning, relevance and sufficiency.	1	Recognize that text is anything that communicates a message.
RL.K.8	(Not applicable to literature)	2	Employ, develop and refine schema to understand and create text.
RL.1.8	(Not applicable to literature)	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RL.2.8 RL.3.8	(Not applicable to literature) (Not applicable to literature)	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RL.4.8	(Not applicable to literature)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RL.5.8	(Not applicable to literature)	6	Collaborate with others to create new meaning.
RL.6.8	(Not applicable to literature)	7	Utilize digital resources to learn and share with others.
RL.7.8	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
RL.8.8	(Not applicable to literature)	9	Apply high level cognitive processes to think deeply and critically about
RL.9- 10.8	(Not applicable to literature)	10	text. Develop a literacy identity that pro-
RL.11- 12.8	(Not applicable to literature)	motes lifelong learning. HOME	

Reading Standards for Literature			Interdisciplinary	
	Integration of Knowledge and Ideas		Literacy Practices	
	Principle 9 Students will analyze how two or more texts address similar themes or topics in order knowledge or to compare the approaches the authors take.	1	Recognize that text is anything that communicates a message.	
RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in sto- ries.	2	Employ, develop and refine schema to understand and create text.	
RL.1.9 RL.2.9	Compare/contrast the adventures and experiences of characters in stories. Compare/contrast two or more versions of the same story by different authors or from different cul- tures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RL.5.9 RL.6.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics. Compare/contrast how various forms or genres of texts approach a similar theme or topic.	6	Collaborate with others to create new meaning.	
	Compare/contrast now various forms of genres of texts approach a similar theme of topic.	7	Utilize digital resources to learn and share with others.	
RL.7.9	derstand how authors use history.	8	Engage in specialized, discipline- specific literacy practices.	
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	9	Apply high level cognitive processes to think deeply and critically about	
RL.9- 10.9	Analyze how an author draws on and transforms source material in a specific work.	10	text. Develop a literacy identity that pro-	
RL.11- 12.9	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.		motes lifelong learning.	

Range of Reading and Level of Text Complexity

	Range of Reading and Level of Text Complexity		Decoming that tout is an uthing that
Guiding Pri ficiently.	nciple 10 Students will read, comprehend and analyze complex literary texts independently and pro-	1	Recognize that text is anything that communicates a message.
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	2	Employ, develop and refine schema to understand and create text.
RL.K.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and profi-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ciently.	6	Collaborate with others to create new meaning.
RL.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.	7	Utilize digital resources to learn and share with others.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	8	Engage in specialized, discipline- specific literacy practices.
RL.4.10	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-	10	Develop a literacy identity that pro- motes lifelong learning.
	pendently and proficiently.	н	HOME

Interdisciplinary

Literacy Practices

Range of Reading and Level of Text Complexity

Guiding Principle 10 Students will read, comprehend and analyze complex literary independently and proficiently.				
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.			
RL.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.			
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.			
RL.9- 10.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.			
RL.11- 12.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.			

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9 Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.				
	HOME				

Reading Standards for Informational Text		Interdisciplinary	
	Key Ideas and Details		Literacy Practices
-	Principle 1 Students will read closely to determine what the text says explicitly and to make logical es from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RI.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RI.3.1	Ask and answer questions and make and support logical inferences in order to construct meaning from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when draw- ing inferences from the text.	6	Collaborate with others to create
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing infer- ences from the text.	6	new meaning.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7	Utilize digital resources to learn and share with others.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.1	Cite relevant textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.9- 10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	10	Develop a literacy identity that pro- motes lifelong learning.
RI.11- 12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		HOME

	Reading Standards for Informational Text		Interdisciplinary	
	_	Literacy Practices		
textual ev	Key Ideas and Details Principle 2 Students will determine central ideas of a text and analyze their development; cite specific vidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the	1	Recognize that text is anything that communicates a message.	
text. RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate under- standing of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	5	Apply strategic practices, with scaffolding and then independently,	
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.		to approach new literacy tasks.	
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	6	Collaborate with others to create new meaning.	
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	7	Utilize digital resources to learn and share with others.	
RI.7.2	Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.	
RI.9- 10.2	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.	10	Develop a literacy identity that pro- motes lifelong learning.	
RI.11- 12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.		HOME	

	Reading Standards for Informational Text		Interdisciplinary	
	Key Ideas and Details		Literacy Practices	
	Principle 3 Students will analyze how and why individuals, events and ideas develop and interact course of a text.	1	Recognize that text is anything that communicates a message.	
RI.K.3	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	5	Apply strategic practices, with scaffolding and then independently,	
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.		to approach new literacy tasks.	
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical,	6	Collaborate with others to create new meaning.	
RI.6.3	scientific or technical text based on specific information over the course of a text. Analyze in detail how an author develops a key individual, event or idea over the course of a text.	7	Utilize digital resources to learn and share with others.	
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	9	Apply high level cognitive processes to think deeply and critically about	
RI.9-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, in- cluding the order in which the points are made, how they are introduced and developed and the con-		text.	
10.3	nections that are drawn between them.	10	Develop a literacy identity that pro- motes lifelong learning.	
RI.11- 12.3	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.	HOME		

	Reading Standards for Informational Text		Interdisciplinary	
	Craft and Structure		Literacy Practices	
_	Principle 4 Students will interpret words and phrases as they are used in a text, including determining I, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	1	Recognize that text is anything that communicates a message.	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade- level text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases		mational.	
RI.3.4	shape meaning in a grade-level text. Determine the meaning of general academic words and phrases in a grade-level text, and describe	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RI.4.4	how those words and phrases shape meaning. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	6	Collaborate with others to create new meaning.	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7	Utilize digital resources to learn and share with others.	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of specific word choices on meaning and tone.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the impact of specific word choices on meaning and tone.		Apply high level cognitive processes	
RI.9-	Determine the meaning of words and phrases as they are used in a text, including figurative, connota- tive and technical meanings; analyze the cumulative impact of specific word choices on meaning and	9	to think deeply and critically about text.	
10.4	tone. Determine the meaning of words and phrases as they are used in a text, including figurative, connota-	10	Develop a literacy identity that pro- motes lifelong learning.	
RI.11- 12.4	tive and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		HOME	

	Reading Standards for Informational Text	or Informational Text	
	Craft and Structure		Literacy Practices
_	Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs er portions of the text relate to each other and the whole.	1	Recognize that text is anything that communicates a message.
RI.K.5	Identify the front cover, back cover and title page of a book.	2	Employ, develop and refine schema
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossa- ries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or in- formation in a text.	3	to understand and create text. View literacy experiences as transac- tional, interdisciplinary and transfor-
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	4	utilize receptive and expressive lan- guage arts to better understand self,
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	others and the world. Apply strategic practices, with scaffolding and then independently,
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	6	to approach new literacy tasks. Collaborate with others to create
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.		new meaning.
RI.6.5	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.	7	Utilize digital resources to learn and share with others.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contrib- ute to the whole and to the development of the ideas.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sen- tences in developing and refining a key concept.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.9- 10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	10	Develop a literacy identity that pro- motes lifelong learning.
RI.11- 12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or ar- gument.		HOME

Reading Standards for Informational Text			Interdisciplinary Literacy Practices		
	Craft and Structure				
Guiding I style of a	Principle 6 Students will analyze how point of view, perspective and purpose shape the content and	1	Recognize that text is anything that communicates a message.		
RI.K.6	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	2	Employ, develop and refine schema to understand and create text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe and how that purpose shapes the content of the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various per- spectives shape the content and style of a text.	5	Apply strategic practices, with scaffolding and then independently,		
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.	<u> </u>	to approach new literacy tasks.		
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	6	Collaborate with others to create new meaning.		
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	7	Utilize digital resources to learn and share with others.		
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	8	Engage in specialized, discipline- specific literacy practices.		
RI.8.6	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about		
RI.9- 10.6	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	10	text. Develop a literacy identity that pro-		
RI.11- 12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is partic- ularly effective, analyzing how style and content contribute to the effectiveness of the text.		motes lifelong learning.		

Reading Standards for Informational Text		Interdisciplinary	
		Literacy Practices	
	Integration of Knowledge and Ideas	1	Recognize that text is anything that
-	Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found e media and formats.	1	communicates a message.
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	2	Employ, develop and refine schema to understand and create text.
RI.1.7	Use the visuals and details in a text to describe its key ideas.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information con- tributes to understanding of the text.	4	mational. Utilize receptive and expressive lan- guage arts to better understand self,
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.		others and the world. Apply strategic practices, with
RI.4.7	Interpret information presented in print and non-print formats, and explain how the information con- tributes to an understanding of the text in which it appears.	5	scaffolding and then independently, to approach new literacy tasks.
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	6	Collaborate with others to create new meaning.
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	7	Utilize digital resources to learn and share with others.
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the sub- ject and its impact on the audience.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting partic- ular topics or ideas.	9	Apply high level cognitive processes to think deeply and critically about
RI.9-	Analyze various accounts of a subject presented in different print and non-print formats, determining		text.
10.7 Pl 11	which details are emphasized in each account.	10	Develop a literacy identity that pro- motes lifelong learning.
RI.11- 12.7	Integrate and evaluate multiple sources of information presented in different print and non-print for- mats in order to address a question or solve a problem.	HOME	

	Reading Standards for Informational Text		Interdisciplinary
	Integration of Knowledge and Ideas	Literacy Practices	
	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, g the validity, reasoning, relevance and sufficiency.	1	Recognize that text is anything that communicates a message.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	2	Employ, develop and refine schema to understand and create text.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
RI.2.8	Describe how reasons support specific claims the author makes in a text.		mational. Utilize receptive and expressive lan-
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	4	guage arts to better understand self, others and the world.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	6	Collaborate with others to create new meaning.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are sup- ported by reasons and evidence from unsupported claims.	7	Utilize digital resources to learn and share with others.
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9	Apply high level cognitive processes to think deeply and critically about
RI.9-	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele-		text.
10.8	vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	10	Develop a literacy identity that pro- motes lifelong learning.
RI.11- 12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele- vance and sufficiency; analyze false statements and fallacious reasoning.		НОМЕ

Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.1Recognize that text is anything that communicates a message.RI.K.8With prompting and support, identify the claim and the reasons an author gives to support claims in a text.2Employ, develop and refine schema to understand and create text.RI.1.8Identify the claim and the reasons an author gives to support the claim in a text.3View literacy experiences as transactional, interdisciplinary and transformational.RI.2.8Describe how reasons support specific claims the author makes in a text.Utilize receptive and expressive lan-	Reading Standards for Informational Text			Interdisciplinary Literacy Practices
RI.K.8 a text.a text.CEmploy, develop and refine schema to understand and create text.RI.1.8 Identify the claim and the reasons an author gives to support the claim in a text.3Employ, develop and refine schema 	-			Recognize that text is anything that
R1.2.8Describe how reasons support specific claims the author makes in a text.3tional, interdisciplinary and transformational.R1.3.8Describe how reasons and evidence support specific claims the author makes in a text.4Utilize receptive and expressive landicates and the world.R1.3.8Describe how reasons and evidence support specific claims the author makes in a text.5Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.R1.4.8Explain how an author uses reasons and evidence to support particular claims the author makes in a text, identifying which reasons and evidence support which claim(s).6Collaborate with others to create new meaning.R1.6.8identify and evaluate the argument and specific claims in a text, distinguishing claims that are support by reasons and evidence is relevant and sufficient to support the claims.8Engage in specialized, discipline-specific literacy practices.R1.7.8identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient recognize when irrelevant evidence is introduced.9Apply high level cognitive processes to think deeply and critically about text.R1.9.8Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevant and sufficiency of the evidence; identify false statements and falacious reasoning.9Develop a literacy identify that pro- motes lifelong learning.R1.7.8Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevant and sufficiency of the evidence; identify false statements and falacious reasoning.9Apply hi	RI.K.8		2	
R1.2.8 Describe how reasons support specific claims the author makes in a text. 4 Utilize receptive and expressive language arts to better understand self, others and the world. R1.3.8 Describe how reasons and evidence support specific claims the author makes in a text. 4 guage arts to better understand self, others and the world. R1.4.8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text. 5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. R1.5.8 Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s). 6 Collaborate with others to create new meaning. R1.6.8 Identify and evaluate the argument and specific claims in a text, distinguishing claims that are support by reasons and evidence from unsupported claims. 7 Utilize digital resources to learn and share with others. R1.7.8 Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and specific claims in a text, assessing the validity, reasoning, relevance and sufficiency of the evidence; identify false statements and fallacious reasoning. 9 Apply high level cognitive processes to think deeply and critically about text. <td>RI.1.8</td> <td>Identify the claim and the reasons an author gives to support the claim in a text.</td> <th>3</th> <td>View literacy experiences as transac- tional, interdisciplinary and transfor- mational</td>	RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational
RI.4.8Explain how an author uses reasons and evidence to support particular claims the author makes in a text.Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.RI.5.8Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).6Collaborate with others to create new meaning.RI.6.8Identify and evaluate the argument and specific claims in a text, distinguishing claims that are sup- ported by reasons and evidence is relevant and specific claims in a text, assessing whether the reasoning is 			4	Utilize receptive and expressive lan- guage arts to better understand self,
RI.5.8Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).GCollaborate with others to create new meaning.RI.6.8Identify and evaluate the argument and specific claims in a text, distinguishing claims that are sup- ported by reasons and evidence from unsupported claims.7Utilize digital resources to learn and 	RI.4.8		5	Apply strategic practices, with scaffolding and then independently,
RI.6.8ported by reasons and evidence from unsupported claims.7Utilize digital resources to learn and share with others.RI.7.8Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.8Engage in specialized, discipline-specific literacy practices.RI.8.8Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.9Apply high level cognitive processes to think deeply and critically about text.RI.9- 10.8Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning.10Develop a literacy identity that promotes lifelong learning.RI.11-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevant10Develop a literacy identity that promotes lifelong learning.	RI.5.8		6	
RI.7.8sound and the evidence is relevant and sufficient to support the claims.8Engage in specialized, discipline-specific literacy practices.RI.8.8Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.9Apply high level cognitive processes to think deeply and critically about text.RI.9-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning.10Develop a literacy identify that promotes lifelong learning.RI.11-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevant and sufficiency of the evidence; identify false statements and fallacious reasoning.10Develop a literacy identify that promotes lifelong learning.RI.11-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevant and sufficiency of the evidence; identify false statements and fallacious reasoning.10Develop a literacy identify that promotes lifelong learning.	RI.6.8		7	
RI.8.8sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.9Appropriative processes to think deeply and critically about text.RI.9- 10.8Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele- vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.9Develop a literacy identify that pro- motes lifelong learning.RI.11-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele-10Develop a literacy identify that pro- motes lifelong learning.	RI.7.8		8	
RI.9- Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning. 10 Develop a literacy identity that promotes lifelong learning. RI.11- Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance 10 Develop a literacy identity that promotes lifelong learning.	RI.8.8		9	to think deeply and critically about
RI.11- Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele-			10	Develop a literacy identity that pro-

Reading Standards for Informational Text		Interdisciplinary		
			Literacy Practices	
_	Principle 9 Students will analyze how two or more texts address similar themes or topics in order to owledge or to compare the approaches the authors take.	1	Recognize that text is anything that communicates a message.	
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or top- ics.	2	Employ, develop and refine schema to understand and create text.	
RI.1.9	Identify information from two or more texts on similar themes or topics.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
RI.2.9 RI.3.9	Describe the relationship between information from two or more texts on the same theme or topic. Explain the relationship between information from two or more texts on the same theme or topic.	4	mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RI.4.9	Integrate information from two or more texts on the same theme or topic.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RI.5.9	Integrate information from several texts on the same theme or topic.	6	Collaborate with others to create new meaning.	
RI.6.9	Compare/contrast how two or more authors present similar events.	7	Utilize digital resources to learn and share with others.	
RI.7.9	Analyze how two or more authors writing about the same topic present key information by empha- sizing different evidence or advancing different interpretations of facts.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about text.	
RI.9- 10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	10	Develop a literacy identity that pro- motes lifelong learning.	
RI.11- 12.9	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.	HOME		

isciplinary **Practices**

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently and proficiently.

	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	
RI.K.10		
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	4
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	5
	and proficiently.	6
RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-	8
RI.4.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni- toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently			
and profici		2	
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	3	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	4	
RI.7.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	5	
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		
RI.9-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	8	
10.10	10.10 portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		
RI.11- 12.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor- ing, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, complex informational texts		
	independently and proficiently.		

1	Recognize that text is anything that communicates a message.		
2	Employ, develop and refine schema to understand and create text.		
View literacy experiences as transa tional, interdisciplinary and transformational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
6	Collaborate with others to create new meaning.		
7 Utilize digital resources to learn share with others.			
8	Engage in specialized, discipline- specific literacy practices.		
 Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning. 			

Handwriting Standards		Interdisciplinary Literacy Practices		
	(Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)		Recognize that text is anything that communicates a message.	
		2	Employ, develop and refine schema to understand and create text.	
HW.K.1	Print all upper and lowercase letters and numerals.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	Legibly print all upper- and lowercase letters and numerals with correct form.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
HW.1.1		6	Collaborate with others to create new meaning.	
		7	Utilize digital resources to learn and share with others.	
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.	8	Engage in specialized, discipline- specific literacy practices.	
		9	Apply high level cognitive processes to think deeply and critically about text.	
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.	10	Develop a literacy identity that pro- motes lifelong learning.	
			HOME	

	Composition Text Types and Purposes	
	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not avon writing experience must utilize these digital resources.)	2
	 <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	3
С.К.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	4
	d. Use grade-appropriate transitions.e. Provide a concluding idea.	5
	 f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Compose opinion pieces, using a combination of drawing, dictating, writing and digital re- 	6
	sources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	7
	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	8
C.1.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	9
	d. Use grade-appropriate transitions.e. Provide a concluding section.	1(
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	

Interdisciplinary

Literacy Practices

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Text Types and Purposes

Guiding Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	2
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	3
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	4
b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	
C. Provide reasons with details to support the opinion.	
d. Use grade-appropriate transitions.	5
e. Provide a concluding section.	
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	7
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	8
a. With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.	
b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	9
c. Provide reasons with elaborate details to support the opinion.	
d. Use grade-appropriate transitions.	
e. Provide a concluding section.	10
f. With guidance and support from peers and adults, develop and strengthen writing as needed by	
planning, revising and editing.	
	 supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by other aconcluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by an opinion statement, and create an organizational structure.

1	Recognize that text is anything that communicates a message.		
2	Employ, develop and refine schema to understand and create text.		
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.		
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
6	Collaborate with others to create new meaning.		
7	Utilize digital resources to learn and share with others.		
8	Engage in specialized, discipline- specific literacy practices.		
9	Apply high level cognitive processes to think deeply and critically about text.		
10	Develop a literacy identity that pro- motes lifelong learning.		
	HOME		

Text Types and Purposes

_	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1
	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per- spective with reasons and information.	2
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	<u> </u>
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3
C.4.1	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4
	c. Provide reasons that are supported by facts and details.	<u> </u>
	d. Use grade-appropriate transitions.	5
	e. Provide a concluding section.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by	
	planning, revising, editing and rewriting.	6
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	7
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	<u> </u>
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	8
C.5.1	 Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 	9
	c. Provide logically ordered reasons that are supported by facts and details.	
	d. Use grade-appropriate transitions.	10
	e. Provide a concluding section.	10
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	

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2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
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Composition		Interdisciplinary	
Text Types and Purposes		Literacy Practices	
-	Guiding Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Recognize that text is anything that communicates a message.
	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropri-	2	Employ, develop and refine schema to understand and create text.
	ate to task, purpose and audience.b. Introduce claim(s), and organize the reasons and evidence clearly.	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.6.1	 c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from the argument presented.g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	writing or trying a new approach. Compose arguments to support claims with clear reasons and relevant evidence.	6	Collaborate with others to create new meaning.
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
	 b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and 	8	Engage in specialized, discipline- specific literacy practices.
C.7.1	demonstrating an understanding of the topic or text.d. Use transitions to create cohesion and clarify the relationships among claims.e. Establish and maintain a task appropriate writing style.	9	Apply high level cognitive processes to think deeply and critically about text.
	 f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been 	10	Develop a literacy identity that pro- motes lifelong learning.
	addressed.		HOME

	Composition		Interdisciplinary	
	Text Types and Purposes	Literacy Practices		
	Guiding Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Recognize that text is anything that communicates a message.	
	 Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	2	Employ, develop and refine schema to understand and create text.	
	 b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources 	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.	
C.8.1	 and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been ad 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	dressed. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reason-	6	Collaborate with others to create new meaning.	
	 ng and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. 	7	Utilize digital resources to learn and share with others.	
		8	Engage in specialized, discipline- specific literacy practices.	
C.9- 10.1	 c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence. 	9	Apply high level cognitive processes to think deeply and critically about text.	
	 e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. 	10	Develop a literacy identity that pro- motes lifelong learning.	
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME	

Text Types and Purposes

-	inciple 1 Students will compose arguments to support claims in an analysis of substantive topics or valid reasoning and relevant and sufficient evidence.
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reason- ing and relevant and sufficient evidence.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
	b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences clai(s), counterclaims, reasons and evidence.
	c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
C.11- 12.1	d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, cre- ate cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
	e. Establish and maintain a task appropriate writing style.
	f. Provide a concluding statement or section that follows from and supports the argument present- ed.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new
	approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
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Text Types and Purposes

	Text Types and Purposes		·
	Principle 2 Students will compose informative and explanatory texts to examine and convey com- as clearly and accurately through the effective selection, organization and analysis of content.	1	Rec cor
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.	2	Em to i
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	3	Vie act
С.К.2	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. 	4	for Uti gua seli
	 c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. 	5	Ap sca to a
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Col nev
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.	7	Uti sha
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding 	8	Eng spe
C.1.2	 details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. 	9	App to t tex
	 e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, rovising and editing. 	10	De mo
	planning, revising and editing.		

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
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Text Types and Purposes

-	Principle 2 Students will compose informative and explanatory texts to examine and convey com- as clearly and accurately through the effective selection, organization and analysis of content.	
C.2.2	 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	
C.3.2	 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	

1	Recognize that text is anything that communicates a message.			
2	2 Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transactional, interdisciplinary and transformational.			
4	Utilize receptive and expressive lan-guage arts to better understand selfothers and the world.			
5	5 Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
	HOME			

	Composition		Inter
	Text Types and Purposes	[Litera
-	Principle 2 Students will compose informative and explanatory texts to examine and convey com- as clearly and accurately through the effective selection, organization and analysis of content.	1	Recogr comm
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every	2	Emplo to und
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	3	View li actiona format
C.4.2	 b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and exam- 	4	Utilize guage
	 ples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. 	5	self, ot Apply s scaffol to app
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by plan- ning, revising, editing and rewriting.	6	Collabo new m
C.5.2	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	7	Utilize share v
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.		Engage specifi
	 b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. 	9	Apply to thin text.
	 d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. 	10	Develo motes
	 With guidance and support from peers and adults, develop and strengthen writing as needed by plan- ning, revising, editing, rewriting or trying a new approach. 		ŀ

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

Text Types and Purposes

	Text Types and Turposes	
Guiding F	rinciple 2 Students will compose informative and explanatory texts to examine and convey com-	
plex idea	s clearly and accurately through the effective selection, organization and analysis of content.	
	 Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	
C.6.2	b. Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics), and multimedia when useful to aiding comprehension.	
	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	
	d. Use appropriate transitions to clarify the relationships among ideas and concepts.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	 Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. 	
	 Provide a concluding statement or section that follows from the information or explanation pre- sented. 	
	 With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing, or trying a new approach, focusing on how well purpose and audience have been ad- dressed. 	
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and infor- mation through the selection, organization and analysis of relevant content.	F
	 Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience. 	
	 b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. 	
C.7.2	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	
C.7.2	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and con- cepts.	
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	
	 f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation procented. 	
	 nation presented. h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. 	
1		

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

Text Types and Purposes

_	rinciple 2 Students will compose informative and explanatory texts to examine and convey com- s clearly and accurately through the effective selection, organization and analysis of content.	1			
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and in- formation through the selection, organization and analysis of relevant content.	2			
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	3			
	 Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. 				
	 c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. 	4			
C.8.2	d. Use appropriate and varied transitions to create cohesion and clarify the relationships among idea and concepts.				
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.				
	f. Establish and maintain a formal style.				
	 Provide a concluding statement or section that follows from and supports the information or ex- planation presented. 	6			
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-				
	writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.	7			
	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and	8			
	information clearly and accurately through the effective selection, organization and analysis of con-	ļ			
C.9- 10.2	tent. a. Produce writing in which the development and organization are appropriate to task and purpose.				
	b. Introduce a topic; organize complex ideas, concepts and information to make important connec-	9			
	tions and distinctions; include formatting, graphics and multimedia when useful to aiding compre-				
	hension.	10			
	C. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of				
	the topic.				

_				
1	Recognize that text is anything that communicates a message.			
2	2 Employ, develop and refine schema to understand and create text.			
 View literacy experiences as transational, interdisciplinary and transformational. Utilize receptive and expressive lar guage arts to better understand series others and the world. 				
				5 Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
6	Collaborate with others to create new meaning.			
7 Utilize digital resources to learn an share with others.				
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

Text Types and Purposes

Guiding Principle 2 Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. f. Establish and maintain a formal style and objective tone while attending to the norms and con-C.9ventions of the discipline in which they are writing. 10.2 Provide a concluding statement or section that follows from and supports the information or exg. planation presented. h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audi-C.11ence's knowledge of the topic. 12.2 d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or exg. planation presented. h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1	Recognize that text is anything that communicates a message.					
2 Employ, develop and refine schen to understand and create text.						
View literacy experiences as transa tional, interdisciplinary and transformational.						
4 Utilize receptive and expressive I guage arts to better understand others and the world.						
5 Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.						
6	Collaborate with others to create new meaning.					
7	Utilize digital resources to learn and share with others.					
8	Engage in specialized, discipline- specific literacy practices.					
9	Apply high level cognitive processes to think deeply and critically about text.					
10	10 Develop a literacy identity that pro- motes lifelong learning.					
	HOME					

	Composition		Interdisciplinary
Text Types and Purposes		Literacy Practices	
-	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel- op real or imagined experiences or multiple events or ideas, using effective technique, descriptive de-	2	Employ, develop and refine schen to understand and create text.
С.К.З	 tails and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. 	3	View literacy experiences as trans actional, interdisciplinary and tran formational.
		4	Utilize receptive and expressive la guage arts to better understand s others and the world.
		5	Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.
	 e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	6	Collaborate with others to create new meaning.
C.1.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel- op real or imagined experiences or multiple events or ideas, using effective technique, descriptive de- tails and clear sequences.	7	Utilize digital resources to learn a share with others.
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organiza- 	8	Engage in specialized, discipline- specific literacy practices.
	 tion are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. 	9	Apply high level cognitive process to think deeply and critically about text.
	 d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With avidance and evene at fragment or and adults advantation and strength or writing accorded by the second second	10	Develop a literacy identity that pr motes lifelong learning.
	 f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		HOME

	Composition		Interdisciplinary
Text Types and Purposes			Literacy Practices
-	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	2	Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as trans- actional, interdisciplinary and trans-
C.2.3	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.b. Recount a single event or multiple events , memories or ideas.	4	formational. Utilize receptive and expressive lan- guage arts to better understand self
	c. Include details which describe actions, thoughts, emotions.	4	others and the world.
	 d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	planning, revising, and editing.	6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	7	Utilize digital resources to learn and share with others.
C.3.3	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	8	Engage in specialized, discipline- specific literacy practices.
	 b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events 	9	Apply high level cognitive processes to think deeply and critically about
	or show the response of characters to situations.		text.
	d. Use temporal words and phrases to signal event order.a. Create a sense of closure that follows the narrated experiences or events.	10	Develop a literacy identity that pro-
	 f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 432 		motes lifelong learning.

	Composition		Interdisciplinary
	Text Types and Purposes		Literacy Practices
-	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.
C.4.3	 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
	 <u>every</u> writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	8	Engage in specialized, discipline- specific literacy practices.
C.5.3	 b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. 	10	Develop a literacy identity that pro- motes lifelong learning.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME

	Composition		Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.	2	Employ, develop and refine schema to understand and create text.	
	 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. f. Provide a conclusion that follows from the narrated experiences or events. g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
C.6.3		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		6	Collaborate with others to create new meaning.	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropri-	7	Utilize digital resources to learn and share with others.	
	ate to task, purpose and audience.b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	8	Engage in specialized, discipline- specific literacy practices.	
C.7.3	 C. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another. 	9	Apply high level cognitive processes to think deeply and critically about text.	
	 e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	10	Develop a literacy identity that pro- motes lifelong learning.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		НОМЕ	

Composition		Interdisciplinary	
Text Types and Purposes		Literacy Practices	
_	rinciple 3 Students will compose narratives to develop real or imagined experiences or events, using echnique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. a. Produce clear and coherent writing in which the development, organization and style are appro-	2	Employ, develop and refine schema to understand and create text.
	 priate to task, purpose and audience. b. Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.3	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach.	6	Collaborate with others to create new meaning.
	 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appro- 	7	Utilize digital resources to learn and share with others.
	 priate to task, purpose and audience. b. Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	8	Engage in specialized, discipline- specific literacy practices.
C.9-10.3	 C. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. 	10	Develop a literacy identity that pro- motes lifelong learning.
	 g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 		HOME

Composition

Text Types and Purposes

Guiding Principle 3 Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.	
	 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 	L
	 Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	
C.11- 12.3	 C. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. 	
	 d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the summing events and (or shows the summing). 	
	 the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new 	
	approach, focusing on addressing what is most significant for a specific purpose and audience.	

i	-		
1	Recognize that text is anything that communicates a message.		
2	Employ, develop and refine schema to understand and create text.		
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
6	Collaborate with others to create new meaning.		
7	Utilize digital resources to learn and share with others.		
8	Engage in specialized, discipline- specific literacy practices.		
9	Apply high level cognitive processes to think deeply and critically about text.		
10	Develop a literacy identity that pro- motes lifelong learning.		
HOME			

	Composition		Interdisciplinary	
	Production and Distribution of		Literacy Practices	
_	Principle 4 Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.	
С.К.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	2	Employ, develop and refine schema to understand and create text.	
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	4	mational. Utilize receptive and expressive lan-	
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	guage arts to better understand self, others and the world.	
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.	
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline- specific literacy practices.	
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.		Apply high level cognitive processes	
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.	
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro-	
C.11- 12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	motes lifelong learning.		

Composition		Interdisciplinary	
	Production and Distribution of	Literacy Practices	
_	Principle 4 Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.
С.К.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	2	Employ, develop and refine schema to understand and create text.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.	4	mational. Utilize receptive and expressive lan- guage arts to better understand self,
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	<u> </u>	others and the world.
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline- specific literacy practices.
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.		Apply high level cognitive processes
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro- motes lifelong learning.
C.11- 12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	HOME	
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Composition		Interdisciplinary		
	Research to Build and Present Knowledge		Literacy Practices	
	Guiding Principle 5 Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		Recognize that text is anything that communicates a message.	
С.К.5	With guidance and support, participate in shared research and writing projects.	2	Employ, develop and refine schema to understand and create text.	
C.1.5	With guidance and support, participate in shared research and writing projects.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.	4	Utilize receptive and expressive lan- guage arts to better understand self,	
C.3.5	Conduct short research projects that build knowledge about a topic.		others and the world. Apply strategic practices, with	
C.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5	scaffolding and then independently, to approach new literacy tasks.	
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	6	Collaborate with others to create new meaning.	
C.6.5	Conduct short research projects to answer a question, drawing on several sources.	7	Utilize digital resources to learn and share with others.	
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating addi- tional related, focused questions for further research and investigation.	8	Engage in specialized, discipline- specific literacy practices.	
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about	
C.9-10.5	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize		text.	
0.5-10.5	multiple sources on the subject, demonstrating understanding of the subject under investigation.	10	Develop a literacy identity that pro-	
C.11-	Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	10	motes lifelong learning.	
12.5	multiple sources on the subject, demonstrating understanding of the subject under investigation.	HOME		

Composition		Interdisciplinary	
	Research to Build and Present Knowledge		Literacy Practices
credibility	Principle 6 Students will gather relevant information from multiple print and digital sources, assess the and accuracy of each source and integrate the information for the purposes of analysis, reflection and while avoiding plagiarism.	1	Recognize that text is anything that communicates a message.
С.К.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	2	Employ, develop and refine schema to understand and create text.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		View literacy experiences as transac-
C.2.6	Collect information from real-world experiences or provided sources to answer or generate ques- tions.	3	tional, interdisciplinary and transfor- mational.
C.3.6	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	4	Utilize receptive and expressive lan- guage arts to better understand self,
C.4.6	Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.		others and the world. Apply strategic practices, with
C.5.6	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	5	scaffolding and then independently, to approach new literacy tasks.
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-ing plagiarism by providing in-text and bibliographic MLA or APA citation.	6	Collaborate with others to create new meaning.
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibli-	7	Utilize digital resources to learn and share with others.
C.8.6	ographic MLA or APA citation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by	8	Engage in specialized, discipline- specific literacy practices.
	providing in-text and bibliographic MLA or APA citation.		Apply high level cognitive processes
C.9-10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and fol-	9	to think deeply and critically about text.
	lowing a standard format for citation. Gather relevant information from multiple authoritative print and digital sources, using advanced	10	Develop a literacy identity that pro- motes lifelong learning.
C.11- 12.6	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	HOME	

Composition		Interdisciplinary	
		Literacy Practices	
Principle 7 Students will compose routinely over extended and shorter time frames for a variety of tasks, and audiences.	1	Recognize that text is anything that communicates a message.	
(Begins in grade 3)	2	Employ, develop and refine schema to understand and create text.	
(Begins in grade 3)	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
(Begins in grade 3)		mational. Utilize receptive and expressive lan-	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	4	guage arts to better understand self, others and the world.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	6	Collaborate with others to create new meaning.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	7	Utilize digital resources to learn and share with others.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	8	Engage in specialized, discipline-	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	<u> </u>	specific literacy practices. Apply high level cognitive processes	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes	9	to think deeply and critically about text.	
	10	Develop a literacy identity that pro- motes lifelong learning.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	НОМЕ		
	Range of Writing rinciple 7 Students will compose routinely over extended and shorter time frames for a variety of tasks, and audiences. (Begins in grade 3) (Begins in grade 3) (Begins in grade 3) (Begins in grade 3) Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, pu	Composition Range of Writing Initial colspan="2">Initial colspan="2" Initial colspan="2" Initicit colspan="2" Ini	

Conventions of Standard English

-	Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		
	When writing or speaking, demonstrate appropriate use of:		
	a. common nouns and verbs.		
L.K.1	b. regular plural nouns orally by adding /s/ or /es/.		
L.N.1	c. interrogative sentences using who, what, where, when, why and how.		
	d. sentences using common prepositions.		
	e. complete sentences.		
	When writing or speaking, demonstrate appropriate use of:		
	a. common, proper and possessive nouns in a sentence.		
	b. singular and plural nouns with matching verbs in basic sentences.		
	c. personal, possessive and indefinite pronouns in a sentence.		
L.1.1	d. verbs to convey a sense of past, present and future in a sentence.		
	e. frequently occurring adjectives in a sentence.		
	f. frequently occurring conjunctions in a sentence.		
	g. frequently occurring prepositions in a sentence.		

h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

In writing or speaking, demonstrate appropriate use of:

a. collective nouns.

b. frequently occurring irregular nouns.

L.2.1 c. reflexive pronouns.

d. past tense of frequently occurring irregular verbs.

e. adjectives and adverbs in sentence formation.

f. producing, expanding and rearranging complete simple and compound sentences.

Interdisciplinary

Literacy Practices

1	Recognize that text is anything that communicates a message.			
2	Employ, develop and refine schema to understand and create text.			
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.			
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.			
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
6	Collaborate with others to create new meaning.			
7	Utilize digital resources to learn and share with others.			
8	Engage in specialized, discipline- specific literacy practices.			
9	Apply high level cognitive processes to think deeply and critically about text.			
10	Develop a literacy identity that pro- motes lifelong learning.			
	HOME			

Conventions of Standard English

Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	
	When writing or speaking, demonstrate appropriate use of:	2	
	a. common nouns and verbs.		
L.K.1	b. regular plural nouns orally by adding /s/ or /es/.	3	
2002	c. interrogative sentences using who, what, where, when, why and how.		
	d. sentences using common prepositions.		
	e. complete sentences.	4	
	When writing or speaking, demonstrate appropriate use of:		
	a. common, proper and possessive nouns in a sentence.	5	
	b. singular and plural nouns with matching verbs in basic sentences.		
	c. personal, possessive and indefinite pronouns in a sentence.		
L.1.1	d. verbs to convey a sense of past, present and future in a sentence.	6	
	e. frequently occurring adjectives in a sentence.		
	f. frequently occurring conjunctions in a sentence.	7	
	g. frequently occurring prepositions in a sentence.	· ·	
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.		
		8	
	In writing or speaking, demonstrate appropriate use of:		
	a. collective nouns.	9	
	b. frequently occurring irregular nouns.		
L.2.1	c. reflexive pronouns.		
	d. past tense of frequently occurring irregular verbs.	10	
	e. adjectives and adverbs in sentence formation.		
	f. producing, expanding and rearranging complete simple and compound sentences.		

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Conventions of Standard English			-
Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	Recognize that text is anything that communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.b. Form and use regular and irregular plural nouns.c. Use abstract nouns.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.3.1	 d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them de- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 pending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs.	6	Collaborate with others to create new meaning.
L.4.1	b. Use the progressive verb tenses.c. Use modal auxiliaries to convey various conditions, such as can, may and must.d. Order adjectives within sentences according to conventional patterns.	7	Utilize digital resources to learn and share with others.
	e. Use prepositional phrases.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.g. Use frequently confused words, such as to, too, two; there, their, they're.	8	Engage in specialized, discipline- specific literacy practices.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.1	b. Use the perfect verb tenses.c. Use verb tense to convey various times, sequences, states and conditions.	10	Develop a literacy identity that pro- motes lifelong learning.
d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.e. Use correlative conjunctions.			HOME

Conventions of Standard English

Conventions of Standard English			
Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	Recognize that text is anything that communicates a message.
usage wi	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.b. Form and use regular and irregular plural nouns.c. Use abstract nouns.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.3.1	 d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them de- 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	 pending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs.	6	Collaborate with others to create new meaning.
L.4.1	 b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. 	7	Utilize digital resources to learn and share with others.
	e. Use prepositional phrases.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.g. Use frequently confused words, such as to, too, two; there, their, they're.	8	Engage in specialized, discipline- specific literacy practices.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.1	 a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. 		Develop a literacy identity that pro- motes lifelong learning.
e. Use correlative conjunctions.			HOME

Interdisciplinary

Literacy Practices

Conventions of Standard English

Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

	In both written and oral expression:	2	
L.6.1	 a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in 	3	
	conventional language.	4	
L.7.1	 In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 	5	
	In both written and oral expression: a. Identify verbals correctly based on their intended function.	6	
L.8.1	 b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. 	7	
	In both written and oral expression: a. Demonstrate appropriate use of parallel structure.	8	
L.9- 10.1	b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participi- al, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	9	
L.11-	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and	10	
12.1	may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.		

	1	Recognize that text is anything that communicates a message.
	2	Employ, develop and refine schema to understand and create text.
	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that pro- motes lifelong learning.
		HOME

Conventions of Standard English

	Conventions of Standard English		
	Principle 2 Students will demonstrate command of the conventions of standard English capitalization, tion and spelling when writing.	1	Re co
L.K.2	 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. 	2	Em to
	 d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. 	3	Vie tio ma
L.1.2	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring 	4	Ut gu otl
	irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. When writing:	5	Ap sca to
L.2.2	 a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). 	6	Co ne
	c. Use apostrophe to form contractions and possessives.d. Generalize spelling patterns.e. Use reference materials to self-check and correct spelling.	7	Ut sha
	 When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. 	8	En spe
L.3.2	 c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	9	Ap to tex
L.4.2	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text.	10	De mo
	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. 		

1	Recognize that text is anything that communicates a message.				
2	Employ, develop and refine schema to understand and create text.				
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.				
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
7	Utilize digital resources to learn and share with others.				
8	Engage in specialized, discipline- specific literacy practices.				
9 Apply high level cognitive processes to think deeply and critically about text.					
10	Develop a literacy identity that pro- motes lifelong learning.				
HOME					

Language			Interdisciplinary
	Conventions of Standard English		Literacy Practices
	g Principle 2 Students will demonstrate command of the conventions of standard English capitalization, ition and spelling when writing.	1	Recognize that text is anything that communicates a message.
	When writing:a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.	2	Employ, develop and refine schema to understand and create text.
L.5.2	 c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. 	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
L.6.2	 e. Use strategies and resources (print and electronic) to identify and correct spelling errors. When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	b. Demonstrate appropriate use of strategies to identify and correct spelling errors. When writing:	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.7.2	 a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. 	6	Collaborate with others to create new meaning.
L.8.2	 When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. 	7	Utilize digital resources to learn and share with others.
	 c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. When writing: 	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.2	 a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and 	9	Apply high level cognitive processes to think deeply and critically about text.
L.11-	correct spelling errors. When writing:	10	Develop a literacy identity that pro- motes lifelong learning.
12.2 a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.			HOME

Language			Interdisciplinary
	Knowledge of Language		Literacy Practices
-	Principle 3 Students will apply knowledge of language to understand how language functions in differexts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-	1	Recognize that text is anything that communicates a message.
L.K.3	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
L.1.3	(Begins in grade 2)	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.3.3	 a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. 		Collaborate with others to create new meaning.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	7	Utilize digital resources to learn and share with others.
L.4.3	a. Choose words and phrases to convey ideas precisely.b. Choose punctuation for effect.		Engage in specialized, discipline- specific literacy practices.
	c. Differentiate between formal and informal discourse patterns based on context.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., <i>dialects, registers, slang</i>) used in stories, dra-	10	Develop a literacy identity that pro- motes lifelong learning.
	mas or poems.		HOME

Knowledge of Language

-	Principle 3 Students will apply knowledge of language to understand how language functions in differ- exts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.
L.7.3	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.8.3	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.9- 10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
L.11- 12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro- motes lifelong learning.
	HOME

Vocabulary Acquisition and Use

Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify homophones.

L.K.4

L.2.4

- b. Identify common affixes and how they change the meaning of a word.
- c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.1.4** b. Identify common affixes and how they change the meaning of a word.
 - c. With guidance and support, identify frequently occurring root words and their inflectional forms.
 - d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root.
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words.
 - e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.
 - f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Interdisciplinary
Literacy Practices

1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about text.	
10	Develop a literacy identity that pro- motes lifelong learning.	

HOME

Vocabulary Acquisition and Use

Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4 c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domainspecific words and phrases, including those that signal spatial and temporal relationships. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. L.4.4 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. L.5.4

- c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Interdisciplinary		
l	iteracy Practices	
1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about	

Develop a literacy identity that promotes lifelong learning.



text.

10

Vocabulary Acquisition and Use

Interdisciplinary Literacy Practices

of words and a range of gen- listening in or-	1	Recognize that text is anything that communicates a message.
ed on grade 6	2	Employ, develop and refine schema to understand and create text.
function in a	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
clarify the pre- ords and	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
ed on grade 7	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
function in a	6	Collaborate with others to create new meaning.
clarify the	7	Utilize digital resources to learn and share with others.
ords and comprehen-	8	Engage in specialized, discipline- specific literacy practices.
ed on grade 8 function in a	9	Apply high level cognitive processes to think deeply and critically about text.
clarify the	10	Develop a literacy identity that pro- motes lifelong learning.
ords and comprehen-		HOME

Guiding Principle 4Students will use a variety of strategies to determine or clarify the meaning of words and
phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of gen-
eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in or-
der to be transition ready.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6

- reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or fu sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. L.6.4 c. Consult print and digital reference materials to find the pronunciation and determine or cise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific wo phrases; gather vocabulary knowledge when considering a word or phrase important to sion or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases base reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or fu sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. L.7.4 c. Consult print and digital reference materials to find the pronunciation and determine or precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific wor phrases; gather vocabulary knowledge when considering a word or phrase important to sion or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases base reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or fu sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. L.8.4 Consult print and digital reference materials to find the pronunciation and determine or c. precise meaning of key words and phrases
 - d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Acquisition and Use

Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of L.9speech. 10.4 c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. L.11c. Consult general and specialized reference materials to find the pronunciation of a word or deter-12.4 mine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about text.	
10	Develop a literacy identity that pro- motes lifelong learning.	

HOME

Vocabulary Acquisition and Use

	vocabulary Acquisition and OSC
Guiding ings.	Principle 5 Students will demonstrate understanding of word relationships and nuances in word mean-
L.K.5	 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms.
L.1.5	 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).
L.2.5	 Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).
L.3.5	 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.
L.4.5	 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about text.	
10	Develop a literacy identity that pro- motes lifelong learning.	
HOME		

Vocabulary Acquisition and Use

	vocabulary Acquisition and Ose	l
Guiding	Principle 5 Students will demonstrate understanding of word relationships and nuances in word	
meaning	JS.	
L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs.	
	 Demonstrate understanding of figurative language, word relationships and nuances in word mean- 	
L.6.5	 ings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations. 	
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings. a. Interpret figurative language, including but not limited to allusions, in context.	
	b. Use the relationship between particular words to improve understanding.c. Distinguish among the connotations of words with similar denotations.	
L.8.5	 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. 	
	c. Distinguish among the connotations of words with similar denotations.	
	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings.	
L.9- 10.5	 a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. 	
L.11- 12.5	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and	
12.5	analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	

1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about text.	
10	Develop a literacy identity that pro- motes lifelong learning.	
HOME		

Appendix A: Writing and Review Committees

The writing team, composed of current English/language arts K-12 teachers, university professors and community members, represented both rural and urban settings from several regions of the state. The classroom teachers had at least five years of teaching experience in a variety of ELA courses and grade-levels, and they were utilized in the standards development process according to their certification. Additionally, the selected writers served in many roles in their schools, the English/language arts community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

Writing Committee Members

Dr. Janice Almasi, University of Kentucky Ashley Androit, Bullitt County Amanda Arthur, Campbell County David Bolt, Kentucky Primary Care Association William Matthew Cantrell, Johnson County Sarah Cary, Muhlenberg County Karen Cole-Smith, Paducah Independent Mary Cook, Jefferson County Sam Corbett, Jefferson County Public Schools Education Foundation Jared Criswell, Wayne County Michelle Devine, Washington County Dr. Michael DiCicco, Northern Kentucky University Dr. Ginni Fair, Eastern Kentucky University Dr. Amy Seely Flint, University of Louisville Jordon Floyd, Erlanger-Elsmire Independent Shanda Gay, Robertson County Amy Hammond, Pulaski County Traci Nethery Hargrove, Shelby County Kristi Hodges, Oldham County Megan Jones, Christian County Pamela Johnson, Powell County Mary Keith, Grant County Holly Kelly, Ballard County



Rebecca King, Pikeville Independent Annette Manlief, Scott County Amanda Mason, Rowan County Kristen Morgan, Lincoln County Eric Neeley, Fayette County Jodi Niehaus, Kenton County Dr. Peggy Otto, Western Kentucky University Daniel Parks, Fayette County Tammy Purcell, Clark County Sarah Reed, Jefferson County Rachel Stanfield, Mason County Dr. Daniel Super, Western Kentucky University Aretta Terry, Marshall County Cathy Thrasher, Henderson County Emily Tubbs, Bath County Lisa Wallin, Ashland Independent Ciara Wheatley, Casey County Annette Williams, Advance Kentucky

