### **Kentucky Academic Standards**



## Reading and Writing Adopted 2019

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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; and
- **O** 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.
- 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 <a href="http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf">http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf</a>
- Shanahan, Tim. (2018). Knowing and Reading--What Can We Do to Make Sure Kids Know Enough to Comprehend. Shanahan on Literacy. Retrieved from <a href="http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs">http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs</a>.
- Wexler, Natalie. (2018). Why American Students Haven't Gotten Better at Reading in 20 Years. *The Atlantic*. Retrieved from <a href="https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/">https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/</a>

#### **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.

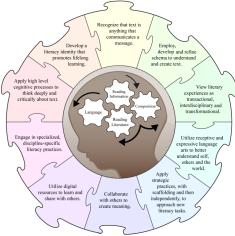


They articulate rigorous grade-level expectations essential to developing a strong infrastructure of essential early literacy skills in order to equip students with the skills and knowledge critical to be successful in later years and, ultimately, transition ready. For example, the reading literature 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.



#### 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, HW for handwriting and RF for Reading Foundational Skills.

Strand	Abbreviation	Example	Meaning	
Reading Literature	RL	RL.7.2	Reading Literature, Grade 7, Standard 2	
Reading Informational	RI	RI.5.5	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.



The Guiding Principles are listed on every grade-level standards page and viewable within each standard breakdown.

Gu	iding Principles for Reading Literature and Informational Text		Interdisciplinary Literacy Practices 🛛 🔊	
	Key Ideas and Details		Recognize that text is anything that	
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	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 transa- 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 sel others and the world.	
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 independences to approach new literacy task		
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	6	6 Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas	7	Utilize digital resources to learn and	
7	Students will integrate and evaluate content presented in print/non-print forms of text found in di-		share with others.	
/	verse media and formats.	8	Engage in specialized, discipline-	
8	Students will delineate and evaluate the argument, specific claims and evidence in a text,	0	specific literacy practices.	
0	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 a text.		
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-	
Students will read, comprehend and analyze complex literary and informational texts independently		10	motes lifelong learning.	
10	and proficiently.		HOME	

#### 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
	Key Ideas and Details		
RI.2.1	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-
l	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. Collaborate with others to create new
	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.
		9	Apply high level cognitive process to
	Range of Reading and Text Complexity	9	think deeply and critically about text.
RI.2.10	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- 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.

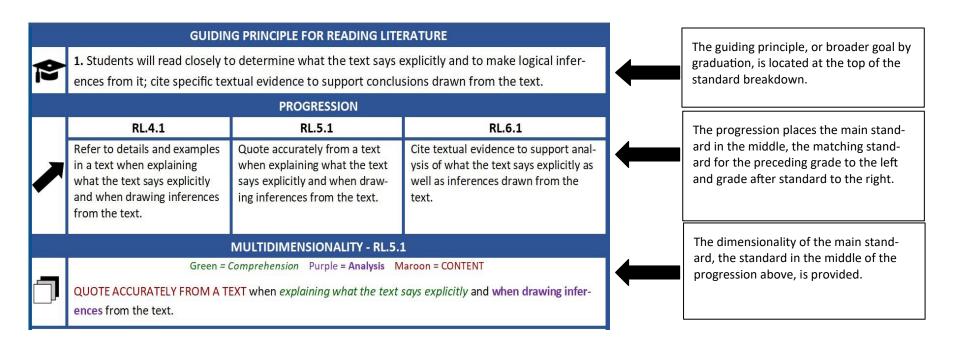
Example of a standard coded for multidimensionality:

RI.7.2	<b>Determine CENTRAL IDEAS</b> of a text and <b>analyze their development</b> 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 .



#### 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		Into Lite
	Key Ideas and Details		D
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	Reco com
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	Emp to u
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	Viev tion mat
	Craft and Structure		Utili
4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guag othe
	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	_	Арр
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	scaf to a
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	6	Colla new
	Integration of Knowledge and Ideas	7	Utili
7	Students will integrate and evaluate content presented in print/non-print forms of text found in di- verse media and formats.	, 	shar
		8	Enga spec
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		Арр
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 th text
	Range of Reading and Level of Text Complexity		Dev
10	Students will read, comprehend and analyze complex literary and informational texts independently	10	mot
10	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				

## **Guiding Principles for Composition**

		Text Types and Purposes	1	Recognize that text is anything that communicates a message.
	1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2	Employ, develop and refine schema to understand and create text.
	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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		Production and Distribution		Apply strategic practices, with
	A	Students will use digital resources to create and publish products as well as to interact and collaborate with others.	5	scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
		Research to Build & Present Knowledge		
	5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7	Utilize digital resources to learn and share with others.
╞	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	8	Engage in specialized, discipline- specific literacy practices.
		research while avoiding plagiarism.		Apply high level cognitive processes
		Range of Writing	9	to think deeply and critically about text.
	7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.	10	Develop a literacy identity that pro- motes lifelong learning.
				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.
	Knowledge of Language		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
3	Students will apply knowledge of language to understand how language functions in different con- texts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	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-	8	Engage in specialized, discipline- specific literacy practices.
4	eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and lis- tening in order to be transition ready.	9	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		Interdisciplinary Literacy Practices
	Print Concepts 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	<ul><li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li><li>c. Recognize that words are separated by spaces in print.</li></ul>	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.
	<ul><li>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</li><li>a. Recognize and orally produce rhyming words.</li><li>b. Count, pronounce, blend and segment syllables in spoken words.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RF.K.2	<ul><li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li><li>d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul> <li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> <li>Phonics and Word Recognition</li> </ul>	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	<ul><li>mary or many of the most frequent sounds for each consonant.</li><li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li><li>c. Read common high-frequency words by sight.</li></ul>	8	Engage in specialized, discipline- specific literacy practices.
	d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.	9	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		In Lit
	Key Ideas and Details		T
<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	Re cc
<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	Er to
<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	Vi tio m
	Craft and Structure		U
<u>RL.K.4</u>	With prompting and support, identify words and phrases in stories or poems that suggest feelings or	4	gı ot
	appeal to the senses.		A
<u>RL.K.5</u>	Recognize common structures of poems, stories and dramas.	5	sc to
<u>RL.K.6</u>	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	6	Co ne
	Integration of Knowledge and Ideas	7	U
	With prompting and support, describe the relationship between illustrations and the story in which		sh
<u>RL.K.7</u>	they appear.	8	Er sp
<u>RL.K.8</u>	(Not applicable to literature)		┢
<u></u>	With prompting and support, compare/contrast the adventures and experiences of characters in sto-	9	Aj to te
	ries.		+
	Range of Reading and Level of Text Complexity	10	D
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,		m
<u>RL.K.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		

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				

1. Students will read closely t		explicitly and to make logical infer-		Interdisciplinary Literacy Practices	
ences from it; cite specific te	ences from it; cite specific textual evidence to support conclusions drawn from the text. PROGRESSION				
	RL.K.1	RL.1.1	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 questions about key ideas and details and make and sup-	2	Employ, develop and refine schema to understand and create text.	
	tails, and make logical infer- ences to construct meaning from the text.	port logical inferences to construct meaning from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
Green (italic) = Com	MULTIDIMENSIONALITY - RL.K.1         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         With prompting and support, ask and answer explicit questions about KEY IDEAS AND DETAILS, and make				
└── <sup>」</sup> logical inferences to construct	logical inferences to construct meaning from the text.				
2. Students will determine cent	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>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</li> </ul>				
the text.	PROGRESSION		7	Utilize digital resources to learn and share with others.	
	<b>RL.K.2</b> With prompting and support, orally recognize key details	<b>RL.1.2</b> With prompting and support, rec- ognize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.	
•	from a summary to demon- strate understanding of the lesson learned in the story.	to demonstrate understanding of the author's message, lesson learned, and/or moral.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.K.2           prehension         Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.	
With prompting and support, o of the LESSON LEARNED in the		mmary to demonstrate understanding		HOME	

HOME

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

P

# **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		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.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RL.K.3 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self,
┛			MAJOR EVENTS IN A STORY in order to		others and the world.
	make meaning of the story dev	elopment.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		
2		s and phrases as they are used in nings, and analyze how specific wor	a text, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION		-	Utilize digital resources to learn and
		RL.K.4	RL.1.4	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 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	L		
ſŢ		rehension Purple (bold) = Analysis entify words and phrases in stories	MAROON (CAPS) = CONTENT or poems that SUGGEST FEELINGS OR	10	Develop a literacy identity that pro- motes lifelong learning.
	APPEAL TO THE SENSES.				HOME

	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
R	<b>5.</b> Students will analyze the strutions of the text relate to each o		ic sentences, paragraphs and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
		RL.K.5	RL.1.5		
		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.
		_	Utilize receptive and expressive lan-		
		Purple (bold) = Analysis           S OF POEMS, STORIES AND DRAMA		4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12		G PRINCIPLE FOR READING LITE int of view, perspective and purpos	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
		RL.K.6	RL.1.6	7	share with others.
		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			Develop a literacy identity that pro-
		orehension Purple (bold) = Analysis lentify THE AUTHOR AND ILLUSTRA	MAROON (CAPS) = CONTENT TOR OF A STORY, and <i>explain how each</i>	10	motes lifelong learning.
	tells the story.				HOME

	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	<ol> <li>Students will integrate and ev media and formats.</li> </ol>	valuate content presented in print/	non-print forms of text found in diverse		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.			Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
٥	WHICH THEY APPEAR.	escribe the relationship between ILL		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			RATURE ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
		RL.K.8	RL.1.8	7	share with others.
		(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.K8	3		Douglas a literacy identity that are
	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

<b>9.</b> Students will analyze how two or to compare the approaches		RATURE mes or topics in order to build knowledge		Interdisciplinary Literacy Practices	
	PROGRESSION				
	RL.K.9	RL.1.9	1	Recognize that text is anything that 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.	
Graan (italic) - Con	acters in stories. MULTIDIMENSIONALITY - RL.K.S nprehension Purple (bold) = Analysis		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.	
3		d experiences of CHARACTERS in stories.	4	Utilize receptive and expressive lan guage arts to better understand se others and the world.	
	NG PRINCIPLE FOR READING LITE hend and analyze complex literary te		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.	
	PROGRESSION RL.K.10	RL.1.10	6	Collaborate with others to create 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 and share with others.	
	summarizing, using prior	knowledge, determining importance) to			
	knowledge, determining im- portance) to make sense of grade-	make sense of grade-level appropriate, complex literary texts.	8	Engage in specialized, discipline- specific literacy practices.	
Green (italic) = Con	knowledge, determining im-	make sense of grade-level appropriate, complex literary texts.	8		

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	-	Litilize digital recourses to learn and
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	7	Utilize digital resources to learn and 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		
	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>	RI.K.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	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	RI.1.1	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 questions about key concepts and details and make and	2	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			Utilize receptive and expressive lan-
Green (italic) = Comp	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	<ul> <li>With prompting and support, ask and answer explicit questions about KEY CONCEPTS AND DETAILS, and make logical inferences to construct meaning from the text.</li> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>Students will determine central ideas of a text and analyze their development; cite specific textual evidence, includ-</li> </ul>			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				Collaborate with others to create new meaning.
ing summary, paraphrase and direct	t quotations to support conclusions dra PROGRESSION	awn from the text.	7	Utilize digital resources to learn and share with others.
	RI.K.2	RI.1.2		Engage in energialized discipling
	With prompting and support, orally recognize key details from	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.
	MULTIDIMENSIONALITY - RI.K2			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Develop a literacy identity that pro- motes lifelong learning.
of the CENTRAL IDEA of a text.	With prompting and support, orally <i>recognize</i> KEY DETAILS <i>from a summary</i> to <b>demonstrate understanding</b> of 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.

# Interdisciplinary **Literacy Practices**

HOME

	PROGRESSION			1	Recognize that text is anything that
		RI.K.3	RI.1.3		communicates a message.
	With prompting and support,With prompting and support, identifyidentify the individuals, events,the connection between individuals,ideas or pieces of informationevents, 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.	3		Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, <i>identify</i> the INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION pre-				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.
GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Collaborate with others to create
	· · · ·	•	a text, including determining technical,	6	new meaning.
	connotative and figurative mean	nings, and analyze how specific wor	rd choices shape meaning or tone.		Utilize digital resources to learn and share with others.
		PROGRESSION		7	
		RI.K.4	RI.1.4		
		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		10	Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				motes lifelong learning.

With prompting and support, ask and answer questions about UNKNOWN WORDS in a text.

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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			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. Green (italic) = Comprehension Purple (bold) = Analysis	.5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Identify the FRONT COVER, BACK COVER AND TITLE PAGE of a book.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<b>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</b> 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.
	PROGRESSION			Utilize digital resources to learn and share with others.
	RI.K.6	RI.1.6	<u> </u>	
	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			
	Green (italic) = Comprehension Purple (bold) = Analysis With prompting and support, identify THE AUTHOR AND ILLUSTRA	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 communicates a message.
	RI.K.7 With prompting and sup describe the relationship tween visuals and the te	be- desc	<b>RI.1.7</b> the visuals and details in a text to ribe its key ideas.	2	Employ, develop and refine schema to understand and create text.
				3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALIT	′ - RI.K.7			Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = . With prompting and support, describe the relationship be			4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING IN 8. Students will delineate and evaluate the argument, spectral validity, reasoning, relevance and sufficiency.			6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and share with others.
	RI.K.8		RI.1.8	7	
	With prompting and sup identify the claim and the sons an author gives to s	e rea- auth	tify the claim and the reasons an or gives to support the claim in a	8	Engage in specialized, discipline- specific literacy practices.
•	claims in a text.			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALIT	/ - RI.K.8			
	Green (italic) = Comprehension <b>Purple (bold)</b> = . With prompting and support, <i>identify the</i> <b>CLAIM</b> <i>and the</i> <b>F</b>			10	Develop a literacy identity that pro- motes lifelong learning.
	text.				HOME

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT           9. Students will analyze how two or more texts address similar themes or topics in order to build			Interdisciplinary
knowledge or to compare the ap		Literacy Practices		
	PROGRESSION RI.K.9 RI.1.9			
	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.
	rehension Purple (bold) = Analysis entify information from TWO OR M	ORE TEXTS ON SIMILAR THEMES OR	4	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-			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
- 1y.	PROGRESSION		6	Collaborate with others to create new meaning.
	RI.K.10	RI.1.10		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.10			
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.
НW. К.1	Print all upper and lowercase letters and numerals.		2	Employ, develop and refine schema to understand and create text.	
		PROGRESSION			View literegy experiences as transpo
		HW.K.1	HW.1.1	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		Print all upper and lowercase letters and numerals.	Legibly print all upper- and lower- case letters and numerals with cor-	5	mational.
			rect form.	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.
		34			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.
	<ul> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Provide reasons with details to support the opinion.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding idea.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
<u>С.К.1</u>		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.
	<ul> <li>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.</li> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Supply information to develop the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> </ul>	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
С.К.2		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>f. Provide a concluding idea.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>		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			
	every writing experience must utilize those digital resources.)	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
<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.		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.	
	<ul> <li>d. Create a sense of closure.</li> <li>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>		Apply strategic practices, with	
			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.	
	Research to Build and Present Knowledge	7	Utilize digital resources to learn and	
			share with others.	
<u>C.K.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 answer or generate questions.	9	Apply high level cognitive processes to think deeply and critically about	
			text.	
	Range of Writing			
<u>C.K.7</u>	(Begins in grade 3)	10	Develop a literacy identity that pro- motes lifelong learning.	
			HOME	

S

**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

PROGRESSION			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	<ul><li>utilize those digital resources.)</li><li>a. With guidance and support from adults, strengthen</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
through peer collaboration and adding details through writing	through peer collaboration and writing through peer collabo-	6	Collaborate with others to create new meaning.
b. Introduce the topic.		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
c. Provide reasons with details to support the opinion.	<ul> <li>Provide reasons with details to support the opinion.</li> </ul>	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.1	C.1.1	Literacy Practices
	d. Use grade-appropriate tran- sitions.	d. Use grade-appropriate transi- tions.	<b>1</b> 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	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as</li> </ul>	<ul> <li>View literacy experiences as transactional, interdisciplinary and transformational.</li> </ul>
	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.
			<b>5</b> Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6 Collaborate with others to create new meaning.
			<b>7</b> Utilize digital resources to learn and share with others.
			8 Engage in specialized, discipline- specific literacy practices.
			<b>9</b> Apply high level cognitive processes to think deeply and critically about text.
			<b>10</b> 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-	<b>C.1.2</b> 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 notopportunity throughout the year to utilize digital resources, but not		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.
from adults, strengthen writing through peer collaboration and adding details through writing	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
	<ul> <li>Supply information to devel- op the topic.</li> </ul>	<ul> <li>Supply information with detail to develop the topic.</li> </ul>	1     Recognize that text is anything that communicates a message.
	<ul> <li>Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ul>	<ul> <li>Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ul>	2 Employ, develop and refine schema to understand and create text.
	e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	<ul> <li>View literacy experiences as transac- tional, interdisciplinary and transfor- mational.</li> </ul>
	tions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	<ul><li>Utilize receptive and expressive lan- guage arts to better understand self, others and the world.</li></ul>
	f. Provide a concluding idea.	f. Provide a concluding section.	<ul> <li>Apply strategic practices, with</li> <li>scaffolding and then independently,</li> <li>to approach new literacy tasks.</li> </ul>
	g. With guidance and support from peers and adults, devel- op and strengthen writing as	<ul> <li>g. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	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.
			<ul><li>Apply high level cognitive processes</li><li>to think deeply and critically about text.</li></ul>
			<b>10</b> 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.	
C.K.3 Compose narratives, using a combination of drawing, dic-	<b>C.1.3</b> 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	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.)	<i>every</i> writing experience must uti- lize those digital resources.)	6	Collaborate with others to create new meaning.
a. With guidance and support	<ul> <li>a. With guidance and support from adults, produce writing in</li> </ul>	7	Utilize digital resources to learn and share with others.
from adults, produce writing in which the development and organization are appro-	which the development and organization are appropriate to task and purpose.	8	Engage in specialized, discipline- specific literacy practices.
priate to task and purpose. b. Recount a single event.	<ul> <li>b. Recount a single event or mul- tiple events, memories or ide-</li> </ul>	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

	Interdisciplinary		
	С.К.З	C.1.3	Literacy Practices
	<ul> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	<ul> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	<b>1</b> 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.	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	e. With guidance and support from peers and adults, devel-	<ul> <li>f. With guidance and support from peers and adults, devel-</li> </ul>	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.	<ul> <li>Apply strategic practices, with</li> <li>scaffolding and then independently,</li> <li>to approach new literacy tasks.</li> </ul>
			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.
			<b>9</b> Apply high level cognitive processes to think deeply and critically about text.
			<b>10</b> 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 <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.
- c. 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.

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.					
<b>10</b> 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
	С.К.4	C.1.4	1	communicates a message.
	adults, explore a variety of digital adults, resources to create and publish source	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.
n	MULTIDIMENSIONALITY - C.K.4			Utilize receptive and expressive lan-
	rehension Purple (bold) = Analysis M		4	guage arts to better understand self, others and the world.
	With guidance and support from adults, <i>explore 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.
<b>5.</b> 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,		6	Collaborate with others to create new meaning.
demonstrating understanding of t	nstrating understanding of the subject under investigation.			Utilize digital resources to learn and
	PROGRESSION C.K.5	C.1.5	7	share with others.
	With guidance and support, partic- ipate in shared research and writing projects.	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.
	MULTIDIMENSIONALITY - C.K.5 ehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
With guidance and support, partic	cipate in shared RESEARCH and writir	ng projects.		HOME

	GU		Interdisciplinary		
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 re-				Literacy Practices
-	search while avoiding plagiaris	1	Recognize that text is anything that communicates a message.		
_		With guidance and support, collectWith guidance and supportinformation from real-world expe-information from real-world	C.1.6 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 of 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.
٦	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.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLEF OR COMPOSITION				Collaborate with others to create new meaning.
12	<ol> <li>Students will compose rout and audiences.</li> </ol>	inely over extended and shorter time fra	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         Green (italic) = Comprehension         Purple (bold) = Analysis         MAROON (CAPS) = CONTENT				Develop a literacy identity that pro- motes lifelong learning.
	(Begins in grade 3)				HOME

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**GUIDING PRINCIPLE FOR COMPOSITION** 

	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.
<u>L.K.1</u>	<ul> <li>a. common nouns and verbs.</li> <li>b. regular plural nouns by orally adding /s/ or /es/.</li> <li>c. interrogative sentences using who, what, where, when, why and how.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul><li>d. sentences using common prepositions.</li><li>e. complete sentences.</li></ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	When writing: a. Capitalize the first word in a sentence and the pronoun I.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.K.2</u>	<ul> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.K.3</u>	Knowledge of Language (Begins in grade 2)	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kin- dergarten reading and content.	7	Utilize digital resources to learn and share with others.
<u>L.K.4</u>	a. Identify homophones. b. Identify common affixes and how they change the meaning of a word.	8	Engage in specialized, discipline- 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 text.
<u>L.K.5</u>	<ul> <li>With guidance and support from adults, explore word relationships and nuances in word meanings.</li> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate an understanding of yorks and adjectives and their antenyms.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul><li>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</li><li>c. Demonstrate an understanding of verbs and adjectives and their synonyms.</li></ul>		HOME

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

		PROGRESSION			
		L.K.1	L.1.1	1	Recognize that text is anything that communicates a message.
		When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs.	<ul> <li>When writing or speaking,</li> <li>demonstrate appropriate use of:</li> <li>a. common, proper and possessive nouns in a sentence.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
		<ul> <li>b. regular plural nouns by orally adding /s/ or /es/.</li> <li>c. interrogative sentences using who, what, where, when,</li> </ul>	<ul> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		<ul> <li>why and how.</li> <li>sentences using common prepositions.</li> <li>why and how.</li> <li>personal, possessive and indefinite pronouns in a sentence.</li> <li>why and how.</li> <li>why and how.</li> <li>personal, possessive and indefinite pronouns in a sentence.</li> <li>why and how.</li> <li>why and how.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. complete sentences.	<ul> <li>past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			<ul> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory</li> </ul>	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	MU	LTIDIMENSIONALITY - L.K.1	sentences in response to prompts.	8	Engage in specialized, discipline- specific literacy practices.
_	Green (italic) = Comprehe When writing or speaking, demonstr a. COMMON NOUNS AND VERBS.		ROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.</li> <li>c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.</li> <li>d. SENTENCES USING COMMON PREPOSITIONS.</li> </ul>			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.

2

	PROGRESSION			Recognize that text is anything that
	L.K.2	L.1.2	1	communicates a message.
W	Vhen writing:	When writing:		
	. Capitalize the first word in a sentence and the pronoun I.	<ul> <li>Capitalize proper nouns, in- cluding but not limited to dates and names of people.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
D C.	<ul> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-</li> </ul>	b. Demonstrate appropriate use of end punctuation. etters for nd short- c. With prompting and support,	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
d	<ul> <li>vowel sounds.</li> <li>Spell simple words phoneti- cally, drawing on knowledge of sound-letter relation-</li> </ul>	<ul><li>produce and write commas in dates and to separate single words in a series.</li><li>d. Use conventional spelling for</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ships.	<ul> <li>words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phoneti-</li> </ul>	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.
	LTIDIMENSIONALITY - L.K.2 nsion Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
When writing: a. <i>Capitalize</i> THE FIRST WORD IN A SE	ENTENCE AND THE PRONOUN I.		9	Apply high level cognitive processes to think deeply and critically about text.
b. <i>Recognize and name</i> END PUNCTU c. <i>Write a</i> LETTER OR LETTERS FOR M d. <i>Spell simple words phonetically, dr</i>	IOST CONSONANT AND SHORT-VO		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

GUIDING PRINCIPLE FOR LANGUAGE <b>3.</b> 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.				Interdisciplinary Literacy Practices
to make effective choices for	PROGRESSION			Recognize that text is anything that
	L.K.3	L.1.3	1	communicates a message.
	(Begins in grade 2)	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
			3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
			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 to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn an share with others.
Green (italic) = Co	MULTIDIMENSIONALITY - L.H mprehension Purple (bold) = Analys		8	Engage in specialized, discipline- specific literacy practices.
(Begins in grade 2)			9	Apply high level cognitive processe to think deeply and critically about text.
			10	Develop a literacy identity that pro motes lifelong learning.

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		Ŧ	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-meaning	2	Employ, develop and refine schema to understand and create text.
	meaning words and phraseswords and phrases based on grade 1based on kindergarten reading and content.reading and content, choosing flexi- bly from an array of strategies.a. Identify homophones.a. Use sentence-level context as a	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	b. Identify common affixes and how they change the mean- ing of a word.	b. Identify common affixes and how they change the mean-	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	quired through conversa- tions, reading and being read		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.
	MULTIDIMENSIONALITY - L.K.4	to signal simple relationships.	8	Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kinder- garten reading and content. a. Identify HOMOPHONES.			Apply high level cognitive processes to think deeply and critically about text.
P	<ul> <li>b. Identify COMMON AFFIXES and how they change the meaning of a</li> <li>c. Use words and phrases acquired through conversations, reading a to texts.</li> </ul>		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

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

	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.
	<ul> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories rep-</li> </ul>	<ul> <li>Sort words into categories to classify relationships and to gain a sense of the concepts the cate- gories represent.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	resent. b. Demonstrate an understand- ing of verbs and adjectives and their antonyms.	<ul> <li>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).</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>c. Demonstrate an understand- ing of verbs and adjectives and their synonyms.</li> </ul>	<ul> <li>Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		<ul> <li>Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjec- tives differing in intensity (e.g.,</li> </ul>	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.
	a. Sort common objects into categories (e.g., shapes, foods) to gain	n guidance and support from adults, explore word relationships and nuances in word meanings. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the catego-		Apply high level cognitive processes to think deeply and critically about text.
<b>r</b>	<ul><li>ries represent.</li><li>b. Demonstrate an understanding of VERBS AND ADJECTIVES and the</li><li>c. Demonstrate an understanding of VERBS AND ADJECTIVES and the</li></ul>		10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	Reading Foundational Skills – Grade 1 Print Concepts		Interdisciplinary Literacy Practices
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	1	Recognize that text is anything that communicates a message.
RF.1.1	<ul> <li>a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	Demonstrate understanding of spoken words, syllables and sounds (phonemes).		mational.
RF.1.2	<ul><li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li><li>c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>(phonemes).</li> <li>Phonics and Word Recognition</li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> </ul>		Apply strategic practices, with scaffolding and then independently,
			to approach new literacy tasks.
			Collaborate with others to create new meaning.
RF.1.3	Know final –e and common vowel team conventions for representing long vowel sounds. Demonstrate knowledge that every syllable must have a vowel sound to determine the	7	Utilize digital resources to learn and share with others.
	number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings.		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 text.
RF.1.4	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Orally read grade-level text fluently on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		Develop a literacy identity that pro- motes lifelong learning.
			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
RL.1.7	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		
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>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.

	it, elle specifie textual evidence				
	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.
		MULTIDIMENSIONALITY - RL.1.1         prehension       Purple (bold) = Analysis         sk and answer explicit questions abore		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.
2	<b>2.</b> Students will determine cent textual evidence, including sum		RATURE alyze their development; cite specific ions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
	the text.	PROGRESSION		7	Utilize digital resources to learn an share with others.
	RL.K.2 With prompting and support, orally recognize key details	<b>RL.1.2</b> With prompting and support, recognize key details from a	RL.2.2 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 lesson learned in the story.	summary to demonstrate un- derstanding of the author's message, lesson learned and/or moral.	the author's message, lesson learned and/or moral, including but not lim- ited to fables and folktales from di- verse cultures.	9	Apply high level cognitive processe to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RL.1.2           prehension         Purple (bold) = Analysis		10	Develop a literacy identity that pro 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
	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 schema to understand and create text.
	make meaning of the story development.	make meaning of the story de- velopment. MULTIDIMENSIONALITY RL.1.3	story development.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
J	Green (italic) = Com Describe CHARACTERS, SETTING	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	meaning of the story developm	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
r	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>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.</li> </ul>				Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and
	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 processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.4			
	Green (italic) = Com Identify words and phrases in st		MAROON (CAPS) = CONTENT NGS OR APPEAL TO THE SENSES <mark>in order</mark>	10	Develop a literacy identity that pro- motes lifelong learning.
	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		1	Recognize that text is anything that	
	RL.K.5	RL.1.5	RL.2.5	-	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 schema 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 transac- tional, interdisciplinary and transfor- mational.
7		MULTIDIMENSIONALITY - RL.1. prehension Purple (bold) = Analysis ween the STRUCTURES OF POEMS,		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		AR AND CIRCULAR STRUCTURES.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
0		IG 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
	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 aloud, and how those perspectives shape the content of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.	6		Develop a literacy identity that pro-
		orehension Purple (bold) = Analysis entify WHO IS TELLING THE STORY (		10	motes lifelong learning.
		enary who is related the STORT (	at vanous points in a text.		HOME

_	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
P	<ol> <li>Students will integrate and even media and formats.</li> </ol>		Literacy Practices		
	RL.K.7	PROGRESSION	RL.2.7	1	Recognize that text is anything that communicates a message.
	With prompting and support, describe the relationship be- tween illustrations and the	<b>RL.1.7</b> 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.
	Green (italic) = Comp Use a story's illustrations and de	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.
P		-	ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	RL.K.8	PROGRESSION RL.1.8	RL.2.8	7	Utilize digital resources to learn and 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.           orehension         Purple (bold) = Analysis		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.

2

	PROGRESSION				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.
J	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.
	<b>10.</b> Students will read, comprehend and analyze complex literary texts independently and proficiently.           PROGRESSION			6	Collaborate with others to create new meaning.
	<b>RL.K.10</b> With prompting and support, flexibly use a variety of compre- hension strategies (i.e., ques-	<b>RL.1.10</b> With prompting and support, flexibly use a variety of compre- hension strategies (i.e., question-	, , ,	7	Utilize digital resources to learn and share with others.
	tioning, monitoring, visualizing,ing, monitoring, visualizing, infer-inferencing, summarizing, usingencing, summarizing, using priorprior knowledge, determiningknowledge, 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 , com- independently and proficiently.		Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.1			
	With prompting and support, fle		n strategies (i.e., questioning, monitor-	10	Develop a literacy identity that pro- motes lifelong learning.
	ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.				

	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		Litilize digital recourses to learn and
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.
<u></u>			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		Develop a literacy identity that are
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.
RI.1.10monitoring, 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				
	PROGRESSION				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 transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.1.1			Utilize receptive and expressive lan-
		orehension <b>Purple (bold) = Analysis</b> sk and answer explicit questions abo	MAROON (CAPS) = CONTENT out KEY CONCEPTS AND DETAILS, and	4	guage arts to better understand self, others and the world.
	make and support logical infere	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRINCIPLE FOR READING LITERATURE     2. 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.				Collaborate with others to create
					new meaning.
		· · ·		_	Utilize digital resources to learn and share with others.
		PROGRESSIONS		7	
	RI.K.2	RI.1.2	RI.2.2		
	With prompting and support, orally recognize key details from a summary to demon-	With prompting and support, recognize key details from a summary to demonstrate un-	Identify implicit and explicit infor- mation from a summary to determine the central idea of a text.	8	Engage in specialized, discipline- specific literacy practices.
	strate understanding of the	derstanding of the central idea			Apply high level cognitive processes
	central idea of a text.	of a text.		9	to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.2				
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	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.

				Recognize that text is anything that
RI.K.3	PROGRESSION RI.1.3	RI.2.3	1	communicates a message.
With prompting and sup identify the individuals, events, ideas or pieces of	port, With prompting and support, identify the connection be-	Describe the connection between indi- viduals, historical events, scientific ideas or concepts or steps in technical	2	Employ, develop and refine schema to understand and create text.
formation presented ov course of a text.		procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.1. = Comprehension Purple (bold) = Analysis port, identify the connection between INE	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
INFORMATION over the			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITE et words and phrases as they are used in		6	Collaborate with others to create new meaning.
	ve meanings, and analyze how specific wor PROGRESSION		7	Utilize digital resources to learn and share with others.
RI.K.4 With prompting and sup ask and answer question		<b>RI.2.4</b> Determine the meaning of general academic words and phrases and how	8	Engage in specialized, discipline- specific literacy practices.
about unknown words i text.	n a meaning of words and phrases in a grade-level text.	those words and phrases shape mean- ing in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.	4		Develop a literacy identity that pro-
	c) = Comprehension Purple (bold) = Analysis as to help determine or clarify the meaning		10	motes lifelong learning.
TEXT.	is to help determine of elding the meaning			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.K.5	RI.1.5	RI.2.5	-	communicates a message.
	Identify the front cover, back cover 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 schema 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 transactional, interdisciplinary and transform mational.
		text. MULTIDIMENSIONALITY - RI.1.5		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT Know and use various TEXT FEATURES, including but not limited to HEADINGS, TABLES OF CONTENTS, GLOSSARIES, CAPTIONS, BOLD PRINT, SUBHEADINGS, INDEXES, ELECTRONIC MENUS AND ICONS to locate key facts or information in a 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.
	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			<u> </u>
	<b>RI.K.6</b> With prompting and support,	<b>RI.1.6</b> Distinguish between infor-	<b>RI.2.6</b> Identify the main purpose of a text,	8	Engage in specialized, discipline- specific literacy practices.
	identify the author and illus- trator of a text and define the role of each in presenting the ideas 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 processes to think deeply and critically about text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.1.6 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
]	Distinguish between INFORMAT VIDED BY THE WORDS in a text.	ION PROVIDED BY PICTURES or othe	er illustrations and INFORMATION PRO-		HOME

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**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- tween visuals and the text.	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.
			Utilize receptive and expressive lan-		
		MULTIDIMENSIONALITY - RI.1.7 prehension Purple (bold) = Analysis		4	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.		
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		
2	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 share with others.
	RI.K.8	RI.1.8	RI.2.8	7	
	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	B		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	Identify the CLAIM and the REASONS an author gives to support the CLAIM in a text.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary	
<b>(</b> )	<b>9.</b> Students will analyze how two knowledge or to compare the a	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-	
		MULTIDIMENSIONALITY - RI.1.9	)	5	mational.	
J	Green (italic) = Com Identify information from TWO	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, comprehend and analyze complex informational texts independently and proficient-ly.         PROGRESSION				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
					Collaborate with others to create new meaning.	
	<b>RI.K.10</b> With prompting and support, flexibly use a variety of compre-	ith prompting and support, With prompting and support, By the end of the year, flexibly use a		7	Utilize digital resources to learn and share with others.	
	hension strategies (i.e., ques- tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determininghension strategies (i.e., question- ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri- or knowledge, determining im-hension strategies (i.e., question- ing, monitoring, visualizing, infer- or knowledge, determining im-(i.e., questioning, monitoring, visualiz- 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 informational texts.	portance) to make sense of grade-level appropriate, com- plex informational texts.	level appropriate, complex information- al texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RI.1.1				
	With prompting and support, fle		on strategies (i.e., questioning, monitor-	10	Develop a literacy identity that pro- motes lifelong learning.	
		COMPLEX INFORMATIONAL TEXTS.	etermining importance) to make sense		HOME	

	Handwriting - Grade 1				Interdisciplinary Literacy Practices
	is regarding the placement of the adiness and handwriting curriculu	handwriting curriculum within the	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 PROGRESSION	rrect form.	2	Employ, develop and refine schema to understand and create text.
	<b>HW.K.1</b> Print all upper and lowercase	HW.1.1 Legibly print all upper- and low-	HW.2.1 Introduce formation of all upper-	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.
		67			HOME

### **Composition – Grade 1**

#### TEXT TYPES AND PURPOSE

	TEXT TYPES AND PURPOSE	1	Recognize that text is anything that
	Company prime since a combination of deriving distating writing and disital recovered to		communicates a message.
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.		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.)		
	<ul> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.1.1</u>	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.	5	Apply strategic practices, with
	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.
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and		Collaborate with others to create new meaning.
	digital resources, to establish a topic and provide information about the topic.	7	Utilize digital resources to learn and
	IOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>very</u> writing experience must utilize those digital resources.)		share with others.
	a. 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.
<u>C.1.2</u>	b. Introduce the topic.		Apply high lovel cognitive processor
	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- motes lifelong learning.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by		
	planning, revising and editing.		HOME

Interdisciplinary

**Literacy Practices** 

### **Composition – Grade 1**

#### **TEXT TYPES AND PURPOSE**

C.1.3

C.1.4

C.1.5

C.1.6

C.1.7

Interdis	ciplinary
Literacy	Practices

TEXT TYPES AND PURPOSE		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.	2	Employ, develop and refine schema to understand and create text.
<ul> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not</li> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organiza-</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
tion are appropriate to task and purpose.		mational. Utilize receptive and expressive lan-
<ul> <li>b. Recount a single event or multiple events, memories or ideas.</li> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	4	guage arts to better understand self, others and the world.
d. Use temporal words and phrases to signal event order.	5	Apply strategic practices, with
<ul> <li>e. Create a sense of closure.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>		scaffolding and then independently, to approach new literacy tasks.
		Collaborate with others to create
PRODUCTION AND DISTRIBUTION	6	new meaning.
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-
With guidance and support, participate in shared research and writing projects.	8	specific literacy practices.
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.
RANGE OF WRITING	10	Develop a literacy identity that pro-
		motes lifelong learning.
(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.

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- tating, writing and digital re-	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to	Compose opinion pieces, using a combination of writing and digi- tal resources, on topics or texts,	2	Employ, develop and refine schema to understand and create text.
sources, to state the topic and an opinion.	state the topic and an opinion.	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 not <u>every</u> writing experience must utilize those digital re- sources.)	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.)		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
a. With guidance and support from adults, strengthen	from adults, strengthen from adults, strengthen writing through peer collabor	from adults, strengthen writing through peer collab- oration and adding details through writing and/or pic-	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.		7	Utilize digital resources to learn and share with others.
tures as needed.	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.
<ul> <li>c. Provide reasons with details to support the opinion.</li> </ul>	<ul> <li>Provide reasons with details to support the opinion.</li> </ul>	<ul> <li>Provide reasons with details to support the opinion.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

			Interdisciplinary				
	С.К.1		C.1.1		C.2.1		Literacy Practices
	Use grade-appropriate tran- sitions. Provide a concluding idea.	d.	Use grade-appropriate tran- sitions. Provide a concluding sec-	d.	Use grade-appropriate transi- tions. Provide a concluding section.	1	Recognize that text is anything that communicates a message.
e. f.	With guidance and support	e. f.	tion. With guidance and support	e. f.	With guidance and support	2	Employ, develop and refine schema to understand and create text.
	from peers and adults, de- velop and strengthen writing as needed by plan- ning, revising and editing.		from peers and adults, de- velop and strengthen writing as needed by planning, re- vising and editing.		from peers and adults, devel- op and strengthen writing as needed by planning, revising and editing.	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	

#### **MULTIDIMENSIONALITY - C.1.1**

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 plan-ning, 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 nd 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.** 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.

	, 0 ,		1	Recognize that text is anything that
	PROGRESSION		-	communicates a message.
С.К.2	C.1.2	C.2.2		Employ, develop and refine schema
Compose informative and/or ex- planatory texts, using a combina-	Compose informative and/or ex- planatory texts, using a combina-	Compose informative and/or ex- planatory texts, using writing and	2	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 writing experience must</u>	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	<ul> <li>With guidance and support from adults, strengthen writing through peer collabo-</li> </ul>	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.	<ul> <li>Supply information with de- tail to develop the topic.</li> </ul>	<ul> <li>Supply information with de- tail to develop the topic.</li> </ul>	1	Recognize that text is anything that communicates a message.
b.	Use grade-appropriate con- junctions to develop text structure within sentences.	<ul> <li>d. Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ul>	<ul> <li>d. Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
с.	0 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 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.	C C	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.	With guidance and support from peers and adults, de- velop and strengthen writing	<ul> <li>g. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>g. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	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 plan-ning**, **revising and** *editing*.

l	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					

Interdisciplinary

#### **GUIDING PRINCIPLE FOR COMPOSITION**

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.

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

			Interdisciplinary		
L	С.К.З	C.1.3	C.2.3		Literacy Practices
c.	Include details which de- scribe actions, thoughts, emotions.	<ul> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	<ul> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	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.	Create 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.
e.	With guidance and support from peers and adults, de-velop and strengthen	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	writing as needed by plan- ning, 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 plan**ning, 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 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	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 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) = Compr	AULTIDIMENSIONALITY - C.1.4         rehension       Purple (bold) = Analysis         Augusta       Marginal (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	products, including in collaborat	adults, use a VARIETY OF DIGITAL RE ion with peers.	SOURCES to create and publish	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P		well as more sustained research pro		6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	С.К.5	C.1.5	C.2.5		share with others.
	With guidance and support, participate in shared research and writing projects.	With guidance and support, par- ticipate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		/IULTIDIMENSIONALITY - C.1.5 ehension Purple (bold) = Analysis M/	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
J	With guidance and support, parti	cipate in shared RESEARCH and writi	ing projects.		HOME

	<b>6.</b> Students will gather relevant and accuracy of each source an	IDING PRINCIPLE FOR COMPOSITIO t information from multiple print and d d integrate the information for the pur	igital sources, assess the credibility		Interdisciplinary Literacy Practices
	search while avoiding plagiarisn	n. PROGRESSION		1	Recognize that text is anything that communicates a message.
_	<b>C.K.6</b> With guidance and support, collect information from real-	<b>C.1.6</b> With guidance and support, collect information from real-world expe-	C.2.6 Collect information from real- world experiences or provided	2	Employ, develop and refine schema to understand and create text.
	world experiences or provid- ed sources to answer or gen- erate questions.	riences or provided sources to an- swer or generate questions.	sources to answer or generate questions.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		MULTIDIMENSIONALITY - C.1.6		4	Utilize receptive and expressive lan guage arts to better understand se others and the world.
7	Green (italic) = Con With guidance and support, col or generate questions.	nprehension <b>Purple (bold) = Analysis M</b> lect information from real-world expert		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	GU	IDING PRINCIPLE FOR COMPOSITIO	N	6	Collaborate with others to create new meaning.
9	<ol> <li>Students will compose routinand audiences.</li> </ol>	nely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn an share with others.
	C.K.7 (Begins in grade 3)	PROGRESSION C.1.7 (Begins in grade 3)	<b>C.2.7</b> (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processe to think deeply and critically about text.
	Green (italic) = Con	MULTIDIMENSIONALITY - C.1.7 apprehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro motes lifelong learning.
]I	(Begins in grade 3)				HOME

#### Interdisciplinary Language – Grade 1 **Literacy Practices CONVENTIONS OF STANDARD ENGLISH** Recognize that text is anything that 1 When writing or speaking, demonstrate appropriate use of: communicates a message. a. common, proper and possessive nouns in a sentence. singular and plural nouns with matching verbs in basic sentences. b. Employ, develop and refine schema c. personal, possessive and indefinite pronouns in a sentence. 2 to understand and create text. L.1.1 d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. View literacy experiences as transacf. frequently occurring conjunctions in a sentence. frequently occurring prepositions in a sentence. g. 3 tional, interdisciplinary and transforh. declarative, interrogative, imperative and exclamatory sentences in response to prompts. mational. When writing: Utilize receptive and expressive lana. Capitalize proper nouns, including but not limited to dates and names of people. 4 guage arts to better understand self, b. Demonstrate appropriate use of end punctuation. others and the world. c. With prompting and support, produce and write commas in dates and to separate single words in a se-L.1.2

Apply strategic practices, with

to approach new literacy tasks.

new meaning.

share with others.

Collaborate with others to create

Utilize digital resources to learn and

Engage in specialized, discipline-

Apply high level cognitive processes

to think deeply and critically about

Develop a literacy identity that pro-

specific literacy practices.

motes lifelong learning.

HOME

scaffolding and then independently,

5

6

7

8

9

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text.

- 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.

#### KNOWLEDGE OF LANGUAGE

L.1.3 (Begins in grade 2)

#### VOCABULARY ACQUISITION AND USE

<u>L.1.4</u>	<ul> <li>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.</li> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Identify common affixes and how they change the meaning of a word.</li> <li>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</li> <li>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.</li> </ul>
	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.
- L.1.5 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).

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**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.K.1	L.1.1	L.2.1	1	communicates a message.
	When writing or speaking, demon- strate appropriate use of:	When writing or speaking, demon- strate appropriate use of:	In writing or speaking, demon- strate appropriate use of:		Employ, develop and refine schema
	a. common nouns and verbs.	<ul> <li>a. common, proper and posses- sive nouns in a sentence.</li> </ul>	a. collective nouns.	2	to understand and create text.
	<ul> <li>b. regular plural nouns by add- ing /s/ or /es/.</li> <li>c. interrogative sentences using who, what, where, when, why and how.</li> </ul>	<ul> <li>b. singular and plural nouns with matching verbs in basic sen- tences.</li> <li>c. personal, possessive and in- definite pronouns in a sen-</li> </ul>	<ul> <li>b. frequently occurring irregular nouns.</li> <li>c. reflexive pronouns.</li> <li>d. past tense of frequently occur-</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul><li>d. sentences using common prepositions.</li><li>e. complete sentences.</li></ul>	tence. d. verbs to convey a sense of past, present and future in a	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.
		<ul> <li>sentence.</li> <li>frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> </ul>	<ul> <li>f. producing, expanding, and re- arranging complete simple and compound sentences.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		<ul><li>g. frequently occurring prepositions in a sentence.</li><li>h. declarative, interrogative, im-</li></ul>		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 mension Purple (bold) = Analysis MAI	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	<ul><li>a. COMMON, PROPER AND POSSES</li><li>b. SINGULAR AND PLURAL NOUNS</li><li>c. PERSONAL, POSSESSIVE AND IND</li></ul>	SIVE NOUNS in a sentence. WITH MATCHING VERBS in basic sente		9	Apply high level cognitive processes to think deeply and critically about text.
J	<ul> <li>e. FREQUENTLY OCCURRING ADJECT</li> <li>f. FREQUENTLY OCCURRING CONJUNCT</li> <li>g. FREQUENTLY OCCURRING PREPORT</li> </ul>	TIVES in a sentence. INCTIONS in a sentence.		10	Develop a literacy identity that pro- motes lifelong learning.
	h. DECLARATIVE, INTERROGATIVE, IMPERATIVE AND EXCLAMATORY SENTENCES in response to prompts.				HOME

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

#### and spelling when writing.

2

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.	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> </ul>	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
<ul> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short- vowel sounds.</li> </ul>	<ul> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in</li> </ul>	<ul> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<ul> <li>Spell simple words phoneti- cally, drawing on knowledge of sound-letter relationships.</li> </ul>	dates and to separate single words in a series. d. Use conventional spelling for	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.
	words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phoneti- cally, drawing on phonemic	<ul> <li>words with common spelling patterns and for frequently oc- curring irregular words.</li> <li>e. Spell untaught words phonetical- ly, drawing on phonemic aware-</li> </ul>	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.
	IULTIDIMENSIONALITY - L.1.2 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
b. Demonstrate appropriate use of EN			9	Apply high level cognitive processes to think deeply and critically about text.
 RIES.	ice and write COMMAS IN DATES AND T	O SEPARATE SINGLE WORDS IN A SE- nd <i>for</i> FREQUENTLY OCCURRING IRREGU-	10	Develop a literacy identity that pro- motes lifelong learning.
e. Spell untaught words phonetically,		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.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 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	(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.

order to be transition ready.			L 1	
	PROGRESSION			communica
L.K.4	L.1.4	L.2.4		Employ, de
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 understa
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	words and phrases based on grade 2 reading and content, choosing flexi- bly from an array of strategies.	3	View literad tional, inter mational.
<ul><li>a. Identify homophones.</li><li>b. Identify common affixes and how they change the mean-</li></ul>	<ul><li>array of strategies.</li><li>a. Use sentence-level context as a clue to the meaning of a</li></ul>	<ul> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>	4	Utilize rece guage arts others and
ing of a word. c. Use words and phrases ac- quired through conversa-	<ul> <li>word or phrase.</li> <li>b. Identify common affixes and how they change the meaning of a word.</li> </ul>	<ul> <li>Determine the meaning of the new word formed when a known prefix is added to a known word.</li> </ul>	5	Apply strat scaffolding to approac
tions, reading and being read to, and responding to texts.	c. With guidance and support, identify frequently occurring	c. Use a known root word as a clue to the meaning of an unknown	6	Collaborate new meani
	root words and their inflec- tional forms. d. Use words and phrases ac-	word with the same root. d. Use knowledge of the meaning of individual words to predict	7	Utilize digit share with
	quired through conversations, reading and being read to, and responding to texts, in-	the meaning of compound words. e. Use glossaries and beginning	8	Engage in s specific lite
	cluding using frequently oc- curring conjunctions to signal simple relationships.	dictionaries to determine or clarify the meaning of words and phrases.	9	Apply high to think de text.
		<ul> <li>f. Use words and phrases acquired through conversations, reading and being read to, and respond- ing to texts, including using ad-</li> </ul>	10	Develop a l motes lifelo
		jectives and adverbs to describe.		Н

### Interdisciplinary **Literacy Practices**

Recognize that text is anything that

1	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

#### **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	<b>1</b> 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	<b>9</b> Apply high level cognitive processes to think deeply and critically about text.			
10	<b>10</b> 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.
	<ul> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the</li> </ul>	<ul> <li>Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</li> </ul>	<ul> <li>Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	concepts the categories rep- resent. b. Demonstrate an understand-	<ul> <li>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</li> </ul>	<ul> <li>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).</li> <li>b. Distinguish the shades of mean- ing among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	ing of verbs and adjectives and their antonyms. c. Demonstrate an understand-	c. Demonstrate understanding		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ing of verbs and adjectives and their synonyms.	<ul> <li>d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensi- ty (e.g., large, gigantic).</li> </ul>		6	Collaborate with others to create new meaning.
			adjectives differing in intensi-	7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre	IULTIDIMENSIONALITY - L.1.5 Chension Purple (bold) = Analysis M		8	Engage in specialized, discipline- specific literacy practices.
_	<ul><li>meanings.</li><li>a. Sort words into categories to cl resent.</li></ul>	nd support from adults, demonstrate understanding of word relationships and nuances in word nto categories to classify relationships and to gain a sense of the concepts the categories rep- s by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a			Apply high level cognitive processes to think deeply and critically about text.
	<ul><li>large cat with stripes).</li><li>c. Demonstrate understanding of</li><li>d. Define or act out the shades of r</li></ul>	words by relating them to their SYNG meaning among verbs (e.g., look, peel	ONYMS 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.	1	Recognize that text is anything that communicates a message.
		2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness		View literacy experiences as transac-
	No Phonological Awareness Standard for grade 2.		tional, interdisciplinary and transfor- mational.
			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.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RF.2.3	<ul> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> </ul>	6	Collaborate with others to create new meaning.
		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.	9	Apply high level cognitive processes to think deeply and critically about text.
	a. Read grade-level text with purpose and understanding.		
RF.2.4	<ul><li>b. Orally read grade-level text fluently on successive readings.</li><li>c. Use context to confirm or self-correct word recognition and understanding, rereading as</li></ul>	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
<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	scaffolding and then independently, to approach new literacy tasks.
<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-		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         I. 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	
2					
	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	ver explicit ques- 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.
tails, and make and support logical inferences to construct meaning from the text.support logical inferences to construct meaning from the 			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
		MULTIDIMENSIONALITY - RL.2.2			Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis		4	guage arts to better understand self,
╵└╌╹╸	logical inferences to construct meaning from the text.		others and the world.		
				5	Apply strategic practices, with scaffolding and then independently,
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		to approach new literacy tasks.
			alyze their development; cite specific tions, to support conclusions drawn	6	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 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.				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.

	a lext.				
	PROGRESSION			1	Recognize that text is anything that
	RL.1.3	RL.2.3	RL.3.3	-	communicates a message.
	Describe characters, settings and major events in a story, using key details in order to make meaning of the story	Describe how characters in a story respond to major events and challenges in order to make meaning of the story develop-	Describe characters in a story, includ- ing but not limited to their traits, moti- vations, actions or feelings, and how they affect the plot.	2	Employ, develop and refine schema to understand and create text.
	development.	ment. MULTIDIMENSIONALITY - RL.2.3	3	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp		Utilize receptive and expressive lan-		
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Describe how CHARACTERS in a story respond to MAJOR EVENTS AND CHALLENGES in order to make meaning of the story development.				guage arts to better understand self, others and the world.
					Apply strategic practices, with
	GUIDIN	5	scaffolding and then independently, to approach new literacy tasks.		
2	• 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 an
	RL.1.4	RL.2.4 Describe how words and	<b>RL.3.4</b> Determine the meaning of words and	7	share with others.
	stories or poems that suggestphrases, including but not lim-feelings or appeal to the sens-ited to regular beats, allitera-es in order to construct mean-tion, rhymes and/or repeated	phrases, including but not lim- ited to regular beats, allitera-	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 processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.2.4			
		orehension Purple (bold) = Analysis s, including but not limited to REGU	MAROON (CAPS) = CONTENT LAR BEATS, ALLITERATION, RHYMES	10	Develop a literacy identity that pro- motes lifelong learning.
	and/or REPEATED LINES, supply rhythm and shape meaning in a story, 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.

**GUIDING PRINCIPLE FOR READING LITERATURE** 

	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 schema 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 transac- tional, interdisciplinary and transfor- mational.
		<b>MULTIDIMENSIONALITY - RL.2.</b>	5		Utilize receptive and expressive lan-
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
	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	TRUCTURES.	5	Apply strategic practices, with scaffolding and then independently,	
				to approach new literacy tasks.	
	GUIDING PRINCIPLE FOR READING LITERATURE				
12	<b>6.</b> 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.
		PROGRESSION			
	RL.1.6	RL.2.6	RL.3.6	7	Share with others.
	With prompting and support, identify who is telling the sto- ry at various points in a text.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 describe how var- ious perspectives shape the content	8	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. 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.	of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.6				
	Green (italic) = Comp With prompting and support, a		MAROON (CAPS) = CONTENT SPECTIVES OF CHARACTERS, including	10	Develop a literacy identity that pro- motes lifelong learning.
	by speaking in a different voice	for each character when reading di	alogue aloud, and how those PERSPEC-		HOME
	TIVES shape the content of the text.				

#### **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 **Literacy Practices**

		1	Recognize that text is anything that		
	RL.1.7	RL.2.7	RL.3.7		communicates a message.
	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	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. MULTIDIMENSIONALITY - RL.2.7	creating mood, character and setting.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
ŋ	Green (italic) = Comp Use a story's illustrations and w	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.		
	GUIDIN		to approach new interacy tasks.		
12	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.</li> </ul>				Collaborate with others to create new meaning.
		PROGRESSION		-	Utilize digital resources to learn and share with others.
	RL.1.8	RL.2.8	RL.3.8	7	
	(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.2.8			Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)			10	motes lifelong learning.
					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.

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		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 differ- 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	9				
	Green (italic) = Com	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.							

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

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

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•	PROGRESSION				Collaborate with others to create
	RL.1.10	RL.2.10	RL.3.10	6	new meaning.
	With prompting and support, flexibly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualizing,	re- use a variety of comprehension variety of comprehension strategies strategies (i.e., questioning, mon- variety of comprehension strategies) (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.	
	inferencing, summarizing, using prior knowledge, determining importance) to make sensesummarizing, using prior knowledge, determining im- portance) to read, comprehend	prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and	8	8 Engage in specialized, discipline- specific literacy practices.	
	of grade-level appropriate, complex literary texts.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
	MULTIDIMENSIONALITY - RL.2.10				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.	
				HOME	

### Interdisciplinary **Literacy Practices**

communicates a message.

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2

3

4

5

mational.

others and the world.

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently,

Apply strategic practices, with

to approach new literacy tasks.

to understand and create text.

	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.
	shape meaning in a grade-level text.		Apply strategic practices, with
<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	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		Litilize digital recourses to learn and
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information con-	7	Utilize digital resources to learn and share with others.
1(1.2.7	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.
			Apply high level cognitive processes
<u>RI.2.9</u>	Describe the relationship between information from two or more texts on the same theme or topic.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
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	Develop a literacy identity that pro- motes lifelong learning.
<u>RI.2.10</u>	comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	1. Students will read closely t	NCIPLE FOR READING INFORMA o determine what the text says o 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	1		Utilize receptive and expressive lan-
_	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
			WHY AND HOW, and make and support		others and the world.
	logical inferences to construct r	neaning from the text.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		NCIPLE FOR READING INFORMA	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
K			ipport conclusions drawn from the text.		
	, , , , , , , , , , , , , , , , , , , ,	· · · ·		7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	<b>RI.1.2</b> With prompting and support, recognize key details from a	<b>RI.2.2</b> Identify implicit and explicit information from a summary to	RI.3.2 Identify and cite relevant implicit and explicit information from a summary	8	Engage in specialized, discipline- specific literacy practices.
	summary to demonstrate understanding of the central idea of a text.	determine the central idea of a text.	to determine the central idea of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
		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	ormation from a summary <b>to deterr</b>	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.

		1	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.
<b>_</b>		MAROON (CAPS) = CONTENT TS, SCIENTIFIC IDEAS OR CONCEPTS OR	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	STEPS IN TECHNICAL PROCEDUR		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	4. Students will interpret words	ATIONAL TEXT ext, including determining technical, con-	6	Collaborate with others to create new meaning.	
	notative and figurative meaning		7	Utilize digital resources to learn and share with others.	
	<b>RI.1.4</b> Ask and answer questions to help determine or clarify the	<b>RI.2.4</b> Determine the meaning of gen- eral academic words and	<b>RI.3.4</b> 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.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.2.4 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
D	Determine the meaning of gener shape meaning in a GRADE-LEVI		S and how those words and phrases	<u> </u>	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
	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 of	Identify and describe informa- tional text structures, including sequence/chronological and	tional text structures, including text structures, including comparison, cause/effect and problem/solution		Employ, develop and refine schem 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 transf tional, interdisciplinary and transf mational.
	information in a text.	how they contribute to the overall structure.	structure.	4	Utilize receptive and expressive la guage arts to better understand se
		MULTIDIMENSIONALITY - RI.2.	5 MAROON (CAPS) = CONTENT		others and the world.
p	Green (italic) = Com Identify and describe INFORMA SCRIPTIVE STRUCTURES, and de	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.		
	in a text and how they contribut	INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.
	6. Students will analyze how po	int of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn an share with others.
		PROGRESSION			
	RI.1.6	<b>RI.2.6</b>	RI.3.6	8	Engage in specialized, discipline- specific literacy practices.
	Distinguish between infor- mation provided by pictures	Identify the main purpose of a text, including what the author	Distinguish their own perspective from that of the author of a text, and de-		Apply high level cognitive process
	or other illustrations and in- formation provided by the words in a text.	wants to answer, explain or de- scribe, and how that purpose shapes the content of the text.	scribe how various perspectives shape the content and style of a text.	9	to think deeply and critically about text.
	or other illustrations and in- formation provided by the	scribe, and how that purpose	the content and style of a text.		text.
	or other illustrations and in- formation provided by the words in a text.	scribe, and how that purpose shapes the content of the text.	the content and style of a text.	9 10	

#### **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 transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp Identify information gained from	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	tributes to understanding of th		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
	<b>8.</b> Students will delineate and ev validity, reasoning, relevance ar	- · · ·	ns and evidence in a text, assessing the	6	new meaning.
		PROGRESSION		7	Utilize digital resources to learn and 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 processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.2.8	3		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis		10	motes lifelong learning.
	Describe now REASONS Suppor	specific CLAINIS the author makes	in a text.		HOME

	GUIDING PR		Interdisciplinary		
		o or more texts address similar then	nes or topics in order to build		Literacy Practices
	knowledge or to compare the a	proaches 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-
	Green (italic) = Com		MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor-
					mational.
	IC.		RE TEXTS ON THE SAME THEME OR TOP-		Utilize receptive and expressive lan-
				4	guage arts to better understand self, others and the world.
	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Apply strategic practices, with
P	<b>10.</b> Students will read, comprehly.	onal texts independently and proficient-	5	scaffolding and then independently, to approach new literacy tasks.	
		PROGRESSION			Collaborate with others to create
	RI.1.10	RI.2.10	RI.3.10	6	Collaborate with others to create new meaning.
	With prompting and support, flexibly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualizing,	<b>RI.2.10</b> 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, using pri-	6 7	
	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,	<b>RI.2.10</b> 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-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	-	new meaning. Utilize digital resources to learn and
	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, complex informational texts.	<b>RI.2.10</b> 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- ate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex information- al texts independently and proficiently.	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
	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, complex informational texts.	<b>RI.2.10</b> 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- ate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex information- al texts independently and proficiently.	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
	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, complex informational texts. <i>Green (italic) = Comp</i> By the end of the year, <b>flexibly u</b>	RI.2.10 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- ate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex information- al texts independently and proficiently.	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

	Handwriting - Grade 2				Interdisciplinary Literacy Practices
	is regarding the placement of the adiness and handwriting curriculu	handwriting curriculum within the	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 2.1	Introduce formation of all upper	2	Employ, develop and refine schema to understand and create text.		
		PROGRESSION			View literacy experiences as transac-
	HW.1.1 Legibly print all upper- and	HW.2.1 Introduce formation of all up- per- and lowercase cursive	HW.3.1 Legibly form cursive letters, words,	3	tional, interdisciplinary and transfor- mational.
	lowercase letters and numer- als with correct form.	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.
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#### **Composition – Grade 2**

#### Text Types and Purposes

<u>C.2.1</u>

<u>C.2.2</u>

	1
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	2
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.	3
b. Introduce the topic, followed by opinion statement, and create an organizational structure.	
c. Provide reasons with details to support the opinion.	4
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	5
planning, revising and editing.	-
Company informative and (an our locatory to the using uniting and digital recourses to establish a tagin	6
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	7
every writing experience must utilize those digital resources.)	
a. With guidance and support from adults, strengthen writing through peer collaboration and adding	8
details through writing and/or pictures as needed.	0
b. Introduce the topic.	
c. Supply information with detail to develop the topic.	9
d. Use grade-appropriate conjunctions to develop text structure within sentences.	9
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.	10

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 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.
	<ul> <li><u>ry</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.2.3</u>	<ul><li>b. Recount a single event or multiple events, memories or ideas.</li><li>c. Include details which describe actions, thoughts, emotions.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul><li>d. Use temporal words and phrases to signal event order.</li><li>e. Create a sense of closure.</li><li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by</li></ul>	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
011	PROGRESSION	624	-	communicates a message.
C.1.1 Compose opinion pieces, using a combination of drawing, dic-	<b>C.2.1</b> 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. (NOTE: Students must have the	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	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
not <u>every writing</u> experience 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.
<ul> <li>With guidance and support from adults, strengthen writing through peer collabo-</li> </ul>	<ul> <li>With guidance and support</li> <li>from adults, strengthen</li> <li>writing through peer collabo-</li> </ul>	n from adults, produce writing ollabo- in which the development ils and organization are appro-	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.		7	Utilize digital resources to learn and share with others.
b. Introduce the topic.	<ul> <li>b. Introduce the topic, followed</li> <li>by opinion statement, and</li> </ul>	<ul> <li>b. Introduce the topic, followed</li> <li>by opinion statement, and</li> </ul>	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.
<ul> <li>Provide reasons with details to support the opinion.</li> </ul>	to support the opinion.	<ul> <li>Provide reasons with elabo- rate details to support the opinion.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

			PROGRESSION				Interdisciplinary
	C.1.1		C.2.1		C.3.1		Literacy Practices
d.	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.	U	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, 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, re- vising and editing.		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.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.

	1	Recognize that text is anything that communicates a message.		
C.1.2	C.2.2	C.3.2	2	Employ, develop and refine schema
Compose informative and/or explanatory texts, using a com-	Compose informative and/or ex- planatory texts, using writing and	Compose informative and/or ex- planatory texts, using writing and	2	to understand and create text.
bination of drawing, dictating, writing and digital resources, to	digital resources, to establish a topic and provide information	digital resources, to examine a topic and provide information.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
establish a topic and provide	about the topic.			mational.
opportunity throughout the year	(NOTE: Students must have the	(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.)	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<u> </u>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	utilize those digital resources.)		6	Collaborate with others to create new meaning.
<ul> <li>With guidance and support from adults, strengthen writing through peer collab-</li> </ul>	<ul> <li>With guidance and support from adults, strengthen writing through peer collabo-</li> </ul>	<ul> <li>With guidance and support from adults, produce writing in which the development</li> </ul>	7	Utilize digital resources to learn and share with others.
oration 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.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	b. Introduce the topic.	<ul> <li>b. Introduce a topic and group related information together; include illustrations when</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
		useful to aiding comprehen- sion.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

			Interdisciplinary		
	C.1.2	C.2.2	C.3.2		Literacy Practices
с	<ul> <li>Supply information with de- tail to develop the topic.</li> </ul>	<ul> <li>Supply information with detail to develop the topic.</li> </ul>	<ul> <li>Develop the topic with facts, definitions and details.</li> </ul>	1	Recognize that text is anything that communicates a message.
d	<ol> <li>Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ol>	<ul> <li>Use grade-appropriate con- junctions to develop text struc- ture within sentences.</li> </ul>	<ul> <li>Use grade-appropriate con- junctions to develop text structure within sentences.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
e	. 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 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	Ŭ	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	<ul> <li>g. With guidance and support from peers and adults, develop and strengthen writing as</li> </ul>	<ul> <li>g. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	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 plan-ning**, **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

Intordisciplinary

**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, wen enosen details and	wen structured event sequences.		1	Recognize that text is anything that
	-	communicates a message.		
C.1.3	C.2.3	C.3.3		Employ, develop and refine schema
Compose narratives, using a combination of drawing, dic-	Compose narratives, using writing and digital resources, to	Compose narratives, using writing and digital resources, to develop	2	to understand and create text.
tating, writing and digital re- sources, to develop real or imag- ined experiences or multiple	develop real or imagined experi- ences or multiple events or ide- as, using effective technique,	eal or imagined experiences or nultiple events or ideas, using effective technique, descriptive	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
events or ideas, using effective technique, descriptive details	descriptive details and clear se- quences.	details and clear sequences.		mational. Utilize receptive and expressive lan-
and clear sequences.			4	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	(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-	NOTE: Students must have the op- 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.
must utilize those digital re- sources.)	sources.)	a. With guidance and support	6	Collaborate with others to create new meaning.
<ul> <li>With guidance and support from adults, produce writing in which the development and organization are appro-</li> </ul>	<ul> <li>With guidance and support from adults, produce writing in which the development and organization are appro-</li> </ul>	from adults, produce writing in which the development and organization are appropriate	7	Utilize digital resources to learn and share with others.
<ul><li>priate to task and purpose.</li><li>b. Recount a single event or</li></ul>	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	f.	ences or events. 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.
							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*.

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.				
<b>10</b> Develop a literacy identity that promotes lifelong learning.					
	HOME				

**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.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.
•	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.
	N Green (italic) = Compre	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	With guidance and support from a products, including in collaborati	SOURCES to create and publish	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDI		6	Collaborate with others to create new meaning.	
	demonstrating understanding of t			7	Utilize digital resources to learn and share with others.
	C.1.5	C.2.5	C.3.5		
	With guidance and support,	Conduct shared research and writing projects that build	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.
_	MULTIDIMENSIONALITY - C.2.5         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT				Develop a literacy identity that pro- motes lifelong learning.
	Conduct shared RESEARCH and w		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

<ul> <li>search while avoiding plagiarism.</li> </ul>					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.
		MULTIDIMENSIONALITY - C.2.6			Apply strategic practices, with
J	Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Collect information from real-world experiences or provided sources to answer or generate questions.				scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create
	GUI	DING PRINCIPLE FOR COMPOSITIO	N .	6	new meaning.
	7. Students will compose routin and audiences.	ely 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-
	(Begins in grade 3)	(Begins in grade 3)	Compose routinely over extended	Ŭ	specific literacy practices.
~			time frames and shorter time frames 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				Develop a literacy identity that pro
					Develop a literacy identity that pro- motes lifelong learning.
đ	(Begins in grade 3)		HOME		

	Language – Grade 2	Interdisciplinary Literacy Practices	
	Conventions of Standard English		Recognize that text is anything that
	In writing or speaking, demonstrate appropriate use of: a. collective nouns.	1	communicates a message.
<u>L.2.1</u>	<ul><li>b. frequently occurring irregular nouns.</li><li>c. reflexive pronouns.</li><li>d. past tense of frequently occurring irregular verbs.</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>e. adjectives and adverbs in sentence formation.</li> <li>f. producing, expanding and rearranging complete simple and compound sentences.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.2.2</u>	<ul><li>c. Use apostrophe to form contractions and possessives.</li><li>d. Generalize spelling patterns.</li><li>e. Use reference materials to self-check and correct spelling.</li></ul>		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.
	Knowledge of Language		
<u>L.2.3</u>	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 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, showing flavible form on encoded structuries		Utilize digital resources to learn and share with others.
<u>L.2.4</u>	<ul> <li>reading and content, choosing flexibly from an array of strategies.</li> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</li> <li>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.2.5</u>	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 closely relat-	10	Develop a literacy identity that pro- motes lifelong learning.
	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.

		_	Recognize that text is anything that		
	L.1.1	L.2.1	L.3.1	1	communicates a message.
	<ul> <li>When writing or speaking, demonstrate appropriate use of:</li> <li>a. common, proper and possessive nouns in a sentence.</li> </ul>	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.
	<ul> <li>b. singular and plural nouns with matching verbs in basic sen- tences.</li> <li>c. personal, possessive and indefi-</li> </ul>	<ul> <li>b. frequently occurring irregular nouns.</li> <li>c. reflexive pronouns.</li> <li>d. past tense of frequently occur-</li> </ul>	<ul> <li>a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. form and use regular and irreg-</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> </ul>	<ul> <li>e. adjectives and adverbs in sen- tence formation.</li> </ul>	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.
	<ul><li>e. frequently occurring adjectives in a sentence.</li><li>f. frequently occurring conjunc-</li></ul>	<ul> <li>producing, expanding, and rearranging complete simple and compound sentences.</li> </ul>	<ul> <li>e. use verb tenses.</li> <li>f. ensure subject-verb and pro- noun-antecedent agreement.</li> </ul>	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.
	<ul> <li>declarative, interrogative, im- perative and exclamatory sen- tences in response to prompts.</li> </ul>		be modified. h. use coordinating and subordi- nating conjunctions.	7	Utilize digital resources to learn and share with others.
	M	ULTIDIMENSIONALITY - L.2.1	<ol> <li>produce simple, compound and complex sentences.</li> </ol>	8	Engage in specialized, discipline- specific literacy practices.
7		eension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
₽	<ul> <li>b. FREQUENTLY OCCURRING IRREGU</li> <li>c. REFLEXIVE PRONOUNS.</li> <li>d. PAST TENSE OF FREQUENTLY OCC</li> </ul>	CURRING IRREGULAR VERBS.		10	Develop a literacy identity that pro- motes lifelong learning.
	e. ADJECTIVES AND ADVERBS in ser f. producing, expanding and rearrar	nging COMPLETE SIMPLE AND COMPO	JND SENTENCES.		HOME

2

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.
	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> </ul>	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.
	<ul> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for</li> </ul>	<ul> <li>holidays, product names, and geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</li> <li>c. Use apostrophe to form</li> </ul>	<ul> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base</li> </ul>	3 4	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.
-	words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words pho- netically, drawing on phone-	<ul><li>contractions and posses- sives.</li><li>d. Generalize spelling patterns.</li></ul>	words. f. Use spelling patterns and gener- alizations 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.
	When writing:	ehension Purple (bold) = Analysis M ling but not limited to HOLIDAYS, PRO		9	Apply high level cognitive processes to think deeply and critically about text.
ىر	b. Demonstrate appropriate use of c. Use APOSTROPHE to form CONTR d. Generalize SPELLING PATTERNS.		IN 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

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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.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.
			<ul> <li>Recognize and observe differ- ences between the conventions of spoken and written Standard</li> </ul>	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.
		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 of a. <b>Compare FORMAL AND INFORMA</b>	conventions <b>when writing, speaking, re</b> L uses of English.	eading or listening.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>ч</u>				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.

#### PROGRESSION Employ, develop and refine schema L.1.4 L.2.4 L.3.4 2 to understand and create text. Determine or clarify the meaning Determine or clarify the meaning Determine or clarify the meaning of of unknown and multipleof unknown and multiple-meaning unknown and multiple-meaning View literacy experiences as transacwords and phrases based on grade 3 meaning words and phrases words and phrases based on grade 3 tional, interdisciplinary and transforreading and content, choosing flexibased on grade 1 reading and 2 reading and content, choosing mational. bly from an array of strategies. content, choosing flexibly from an flexibly from an array of strate-Utilize receptive and expressive lanarray of strategies. gies. 4 guage arts to better understand self, Use sentence-level context as a a. Use sentence-level context as a. Use sentence-level context as a. others and the world. clue to the meaning of a word or a clue to the meaning of a a clue to the meaning of a Apply strategic practices, with phrase. word or phrase. word or phrase. 5 scaffolding and then independently, Determine the meaning of the to approach new literacy tasks. b. Identify common affixes and b. Determine the meaning of the b. new word formed when a new word formed when a how they change the mean-Collaborate with others to create ing of a word. known prefix is added to a known affix is added to a known 6 new meaning. word. known word. a. With guidance and support, Use a known root word as a clue c. c. Use a known root word as a Utilize digital resources to learn and 7 identify frequently occurring to the meaning of an unknown clue to the meaning of an unshare with others. root words and their inflecword with the same root. known word with the same tional forms. root. 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

Interdisciplinary

**Literacy Practices** 

communicates a message.

1

Recognize that text is anything that

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			Interdisciplinary		
	L.1.4	L.2.4	L.3.4		
	<ul> <li>Use words and phrases ac- quired through conversa- tions, reading and being read to, and responding to texts,</li> </ul>	<ul> <li>Use knowledge of the mean- ing of individual words to pre- dict the meaning of com- pound words.</li> </ul>	<ul> <li>Use glossaries or beginning dic- tionaries to determine or clarify the precise meaning of key words and phrases.</li> </ul>	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	<ul> <li>Acquire and use accurately grade-appropriate conversation- al, general academic, and do-</li> </ul>	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.
		quired through conversations, reading and being read to, and responding to texts, in- cluding using adjectives and	tionships.	4	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.
		1ULTIDIMENSIONALITY - 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.
<b>r</b>	<ul> <li>b. Determine the meaning of the</li> <li>c. Use a known ROOT WORD as</li> <li>d. Use knowledge of the meaning</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.		
	f. Use words and phrases acqui	dictionaries to determine or clarify th 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	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.
	a. 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.	eral meanings of words and phrases in context. b. Demonstrate understanding of	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that</li> </ul>	<ul> <li>Distinguish the shades of meaning among closely relat- ed verbs (e.g., toss, throw, hurl) and closely related ad-</li> </ul>	<ul><li>words by relating them to their synonyms and antonyms.</li><li>c. Distinguish shades of meaning</li></ul>	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.
	<ul> <li>Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensi-</li> </ul>			7	Utilize digital resources to learn and share with others.
	ty (e.g., large, gigantic).			8	Engage in specialized, discipline- specific literacy practices.
					Apply high level cognitive processes
		MULTIDIMENSIONALITY - L.2.5 rehension Purple (bold) = Analysis M	1AROON (CAPS) = CONTENT	9	to think deeply and critically about 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.		Employ, develop and refine schema to understand and create text.
	Phonological Awareness		View literacy experiences as transac-
		3	tional, interdisciplinary and transfor- mational.
	No Phonological Awareness standard for grade 3.		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Phonics and Word Recognition		Apply strategic practices, with
	<ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Identify, decode and know the meaning of words with the most common prefixes and der- ivational suffixes, including Latin suffixes.</li> <li>b. Decode multisyllabic words.</li> <li>c. Read grade-appropriate irregularly spelled words.</li> </ul>		scaffolding and then independently, to approach new literacy tasks.
RF.3.3			Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
	Fluency	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as</li> </ul>		Apply high level cognitive processes to think deeply and critically about text.
RF.3.4			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 cul- tures.	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.
<u>RL.3.9</u>	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	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-
<u>RL.3.10</u>	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.
<u>NL.3.10</u>	comprehend and analyze grade-level appropriate, complex literary texts independently and profi- ciently.		HOME

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

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**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.2.1	RL.3.1	RL.4.1		communicates a message.
	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	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 explicitIdentify and cite relevant implic-information from a summaryit and explicit information fromto determine the author'sa summary to determine themessage, lesson learned and/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			
		prehension Purple (bold) = Analysis it and explicit information from a se	MAROON (CAPS) = CONTENT ummary to determine the THEME, LES-	10	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.

	PROGRESSION		1	Recognize that text is anything that	
	RL.2.3	RL.3.3	RL.4.3	_	communicates a message.
	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 transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.3.3         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Describe CHARACTERS in a story, including but not limited to their TRAITS, MOTIVATIONS, ACTIONS OR				Utilize receptive and expressive lan- guage arts to better understand self others and the world.
	FEELINGS, and how they affect the plot. GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
9	<ul> <li>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.</li> </ul>		6	Collaborate with others to create new meaning.	
	PROGRESSION				Utilize digital resources to learn and
	<b>RL.2.4</b> Describe how words and	RL.3.4	RL.4.4	7	share with others.
	phrases, including but not lim- ited to regular beats, allitera- tion, rhymes and/or repeated	ases, including but not lim- to regular beats, allitera- used in a text, distinguishing brases as they are used in a text, in- cluding but not limited to figurative	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				
_		Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> 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.
┚	LITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, and describe how those words and phrases shape meaning.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
P	<b>5.</b> 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.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.2.5	RL.3.5	RL.4.5	-	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 but not limited to linear, nonlinear	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.	and circular structures.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
			Utilize receptive and expressive lan-		
	Green (italic) = Comp	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, NON-LINEAR AND CIRCULAR STRUCTURES.				Apply strategic practices, with
	GUIDING PRINCIPLE FOR READING LITERATURE				scaffolding and then independently, to approach new literacy tasks.
P	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.
		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.			Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.3.6	5		Develop a literacy identity that pro-
	Green (italic) = Comp	prehension 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**

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.

more versions of the same settings and plots of stories patterns of events in stories	PROGRESSION									
more versions of the same story by different authors or from different cultures.settings and plots of stories written by the same author about the same or similar char- ent cultures.patterns of events in stories and traditional literature from ent cultures.		RL.2.9	RL.3.9	RL.4.9						
		more versions of the same story by different authors or	settings and plots of stories written by the same author about the same or similar char-	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		Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT						
<b>Compare/contrast</b> the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR 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 create 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,	<ul> <li>variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthe- sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- opriate, complex literary texts inde- pendently and proficiently.</li> </ul>	7	Utilize digital resources to learn and share with others.	
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read,	<ul> <li>encing, summarizing, using pri- or knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex literary texts independently and proficiently.</li> </ul>		8	Engage in specialized, discipline- specific literacy practices.	
	comprehend and analyze grade-level appropriate, com- plex literary texts inde- pendently and proficiently.			9	Apply high level cognitive processes to think deeply and critically about text.	
MULTIDIMENSIONALITY - RL.3.10						
	Green (italic) = Comp By the end of the year, <b>flexibly u</b>		MAROON (CAPS) = CONTENT tegies (i.e., questioning, monitoring,	10	Develop a literacy identity that pro motes lifelong learning.	
			mining importance) to read, compre- ( TEXTS independently and proficiently.		HOME	

### Interdisciplinary **Literacy Practices**

communicates a message.

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mational.

others and the world.

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently, to approach new literacy tasks.

Apply strategic practices, with

to understand and create text.

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	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.	
		-	Apply strategic practices, with	
<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	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		Utilize digital resources to learn and	
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs	7	share with others.	
<u></u>	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>	Explain the relationship between information from two or more 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.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 profi- ciently.		HOME	

		TIONAL TEXT		Interdisciplinary	
	• 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
	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 transac- tional, interdisciplinary and transfor- mational.
	MULTIDIMENSIONALITY - RI.3.1         Green (italic) = Comprehension         Purple (bold) = Analysis         MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan-
					guage arts to better understand self,
	Ask and answer QUESTIONS, and make and support logical inferences in order to construct meaning from				others and the world.
	the text.				Apply strategic practices, with
		5	scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRI	NCIPLE FOR READING INFORMA	TIONAL TEXT		
	<b>2.</b> Students will determine central ideas of a text and analyze their development; cite specific textual evi-			6	Collaborate with others to create
		•	upport conclusions drawn from the text.		new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.2.2	RI.3.2	RI.4.2	<b>′</b>	share with others.
	Identify implicit and explicit	Identify and cite relevant im-	Analyze how the central ideas are re-		Engage in specialized, discipline-
	information from a summary	plicit and explicit information	flected in a text, and cite relevant im-	8	specific literacy practices.
	to determine the central idea	from a summary to determine the central idea of a text.	plicit and explicit evidence from the		
	of a text.	the central luea OF a lext.	text.		Apply high level cognitive processes
				9	to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.3.2           Green (italic) = Comprehension         Purple (bold) = Analysis         MAROON (CAPS) = CONTENT			10	Develop a literacy identity that pro-
				10	motes lifelong learning.
	IDEA of a text.	n ana explicit injormation from a st	ummary to determine the CENTRAL		HOME



**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
	RI.2.3	PROGRESSION RI.3.3	RI.4.3	1	communicates a message.
	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 transac- tional, interdisciplinary and transfor- mational.
_	Green (italic) = Com	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	<b>Describe the relationship between</b> INDIVIDUALS, A SERIES OF HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12	<ul> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>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.</li> </ul>				Collaborate with others to create new meaning.
	PROGRESSION RI.2.4 RI.3.4 RI.4.4				Utilize digital resources to learn and share with others.
	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.
_ <b></b>	MULTIDIMENSIONALITY - RI.3.4         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and de-			10	Develop a literacy identity that pro- motes lifelong learning.
	scribe how those words and phrases shape meaning.				HOME

	GUIDING PRI		Interdisciplinary		
2			c sentences, paragraphs and larger por-		Literacy Practices
	tions of the text relate to each c	other and the whole.			
		1	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.	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	and describe the logical con- nection between particular sen- tences and paragraphs in a text and how they contribute to the		3	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.
	Green (italic) = Comp		MAROON (CAPS) = CONTENT		others and the world.
┛	Identify and describe INFORMAT PROBLEM/SOLUTION STRUCTUR	g COMPARISON, CAUSE/EFFECT AND tion between particular sentences and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	paragraphs in a text and how th	ey contribute to the overall structur	re.		Collaborate with others to create
	GUIDING PRI	6	new meaning.		
	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	RI.3.6	RI.4.6		Engage in specialized, discipline-
	Identify the main purpose of a text, including what the au-	Distinguish their own perspec- tive from that of the author of a	Compare/contrast a firsthand and secondhand account of the same	8	specific literacy practices.
	thor wants to answer, explain or describe, and how that pur- pose shapes the content of the text.	text, and describe how various perspectives shape the content and style of a text.	event or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
					Dovelop a literacy identity that are
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.3.6 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Distinguish their own PERSPECTIVE from that of the author of a text, and describe how various perspectives shape the content and style of a text.				HOME

#### **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, text, and explain how that plain how the information contributes 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 transforunderstanding of the text. which it appears. 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
P	<b>9.</b> Students will analyze how two or to compare the approaches the subscription of th		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	renension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
	Explain the relationship betwee	n information from TWO OR MORE	TEXTS ON THE SAME THEME OR TOPIC.	4	guage arts to better understand self, others and the world.
<u>e</u>	GUIDING PRI 10. Students will read, comprehe	TIONAL TEXT al texts independently and proficiently.	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-	By the end of the year, flexibly	By the end of the year, flexibly use a	7	
	sion strategies (i.e., question- ing, monitoring, visualizing,	use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn-	7	Utilize digital resources to learn and share with others.
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com-	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap-	7 8	-
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin-	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im-	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com-		share with others. Engage in specialized, discipline-
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade- level appropriate, complex informational texts inde- pendently and proficiently.	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex informational texts independently and profi- ciently.	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, 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
	ing, monitoring, visualizing, inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade- level appropriate, complex informational texts inde- pendently and proficiently. <i>Green (italic) = Comp</i> By the end of the year, <b>flexibly u</b>	strategies (i.e., questioning, monitoring, visualizing, inferenc- ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro- priate, complex informational texts independently and profi- ciently. MULTIDIMENSIONALITY - RI.3.10 prehension Purple (bold) = Analysis	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational texts independently and proficiently. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, visu-	8	share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processes to think deeply and critically about

	Handwriting - Grade 3				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. 3.1	Legibly form cursive letters, wo	2	Employ, develop and refine schema to understand and create text.		
		PROGRESSION			View literacy experiences as transac-
	HW.2.1 Introduce formation of all upper- and lowercase cursive	HW.3.1 Legibly form cursive letters, words, and sentences with ac-		3	tional, interdisciplinary and transfor- mational.
	letters.	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.
		135			HOME

### **Composition – Grade 3**

### Text Types and Purposes

	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.)						
<u>C.3.1</u>	<ul> <li>With guidance and support from adults, produce writing in which the development and organiza- tion are appropriate to task and purpose.</li> </ul>						
	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.						
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>						
	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 <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- tion are appropriate to task and purpose.	-					
<u>C.3.2</u>	<ul> <li>Introduce a topic and group related information together; include illustrations when useful to aid- ing comprehension.</li> </ul>	⊢					
	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.	1					
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by						
	planning, revising and editing.						

1	<b>1</b> 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 transac- tional, interdisciplinary and transfor- mational.					
4	<ul><li>Utilize receptive and expressive lan-</li><li>guage arts to better understand self, others and the world.</li></ul>					
5	<ul><li>Apply strategic practices, with</li><li>scaffolding and then independently,</li><li>to approach new literacy tasks.</li></ul>					
6	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 3**

### Text Types and Purposes

<u>C.3.3</u>

<u>C.3.4</u>

<u>C.3.5</u>

<u>C.3.6</u>

	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.	1
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2
	<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- tion are appropriate to task and purpose.	3
<u>}</u>	<ul> <li>Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</li> </ul>	4
	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
	e. Create a sense of closure that follows the narrated experiences or events.	
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	6
	Production and Distribution	
ŀ	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7
	Research to Build and Present Knowledge	8
	Conduct short research projects that build knowledge about a topic.	
<u> </u>	conduct short research projects that bund knowledge about a topic.	
<u>5</u>	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.	9
	-	10
	Range of Writing	10
	Compass routingly over extended time frames and charter time frames for a variety of tasks, nurnesses	

**C.3.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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				

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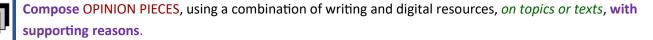
**1.** Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	1	Recognize that text is anything that			
	PROGRESSION		-	communicates a message.	
<b>C.2.1</b> Compose opinion pieces, using a combination of writing and digi- tal resources, on topics or texts,	<b>C.3.1</b> Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	<b>C.4.1</b> Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per-	2	Employ, develop and refine schema to understand and create text.	
with supporting reasons.	supporting reasons.	spective with reasons and infor- mation.	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	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
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.	
<ul> <li>Provide reasons with details to support the opinion.</li> </ul>	<ul> <li>Provide reasons with elabo- rate details to support the opinion.</li> </ul>	<ul><li>the writer's purpose.</li><li>c. Provide reasons that are supported by facts and details.</li></ul>	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						
	C.2.1	C.3.1	C.4.1		Literacy Practices		
c	<ol> <li>Use grade-appropriate tran- sitions.</li> </ol>	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	<ul> <li>With guidance and support from peers and adults, de- velop and strengthen writing</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	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



(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.					
<ul> <li>Apply high level cognitive processe</li> <li>to think deeply and critically about text.</li> </ul>						
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.

## Interdisciplinary **Literacy Practices**

				Recognize that text is anything that
	PROGRESSION		1	communicates a message.
<b>C.2.2</b> Compose informative and/or explanatory texts, using writing	<b>C.3.2</b> Compose informative and/or explanatory texts, using writing and	<b>C.4.2</b> Compose informative and/or ex- planatory 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 information 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 resources.)	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.
a. With guidance and support	sources.) a. With guidance and support	a. Produce clear and coherent	6	Collaborate with others to create new meaning.
from adults, strengthen writing through peer col- laboration and adding de-	ol-in which the developmentment and organization arede-and organization are appro-appropriate to task, purpose	7	Utilize digital resources to learn and share with others.	
tails through writing and/or pictures as needed.	priate to task and purpose.	and audience.	8	Engage in specialized, discipline- specific literacy practices.
b. Introduce the topic.	<ul> <li>b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehen-</li> </ul>	<ul> <li>Introduce a topic clearly ,and group related information in paragraphs and sections; in- clude formatting, illustrations</li> </ul>	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		
c.	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.
d.	Use grade-appropriate con-	d.	e	d.	Use grade-appropriate conjunc-	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.
e.	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.	1.	tion.	g.	Provide a concluding section.	7	Utilize digital resources to learn and share with others.
g.	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**

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 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.)

- 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	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.

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encenve teeninque, wen chosen details and wen structured event sequences.				Recognize that text is anything that
PROGRESSION				communicates a message.
C.2.3	C.3.3	C.4.3		Employ, develop and refine schema
Compose narratives, using	Compose narratives, using	Compose narratives, using a	2	to understand and create text.
writing and digital resources, to	writing and digital resources, to	writing and digital resources, to		
develop real or imagined experi-	develop real or imagined experi-	develop real or imagined experi-	2	View literacy experiences as transac-
ences or multiple events or ide-	ences or multiple events or ide-	ences or multiple events or ideas,	3	tional, interdisciplinary and transfor- mational.
as, using effective technique, descriptive details and clear se-	as, using effective technique, descriptive details and clear se-	using effective technique, descrip- tive details and clear sequences.		
quences.	quences.	tive details and clear sequences.	4	Utilize receptive and expressive lan-
quences.	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		
opportunity throughout the year	opportunity throughout the year	opportunity throughout the year	-	Apply strategic practices, with
to utilize digital resources, but	to utilize digital resources, but	to utilize digital resources, but not	5	scaffolding and then independently, to approach new literacy tasks.
not every writing experience	not every writing experience	every writing experience must uti-		to approach new interacy tasks.
must utilize those digital re-	must utilize those digital re-	lize those digital resources.)	6	Collaborate with others to create
sources.)	sources.)		6	new meaning.
a. With guidance and support	a. With guidance and support	a. Produce clear and coherent	7	Utilize digital resources to learn and
from adults, produce writing	from adults, produce writing	writing in which the develop-		share with others.
in which the development	in which the development	ment and organization are ap-		Engage in specialized, discipline-
and organization are appro-	and organization are appro-	propriate to task, purpose and	8	specific literacy practices.
priate to task and purpose.	priate to task and purpose.	audience.		specific interacy practices.
				Apply high level cognitive processes
b. Recount a single event or	b. Establish a situation, and	b. Orient the reader by establish-	9	to think deeply and critically about
multiple events, memories or	introduce a narrator and/or	ing a situation and introducing		text.
ideas.	characters; organize an	a narrator and/or characters;		
	event sequence that reflects	organize an event sequence	10	Develop a literacy identity that pro-
	linear, non-linear and/or	that reflects linear, non-linear		motes lifelong learning.
	circular structure.	and circular structure.		HOME

			PROGRESSION				Interdisciplinary
	C.2.3		C.3.3		C.4.3		Literacy Practices
C.	Include details which de- scribe actions, thoughts, emotions.	c.	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.	Use temporal words and	Ч	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.
u.	phrases to signal event order.	u.	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.	Create a sense of closure.	e.	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.
f.	With guidance and sup- port 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.
	adults, develop and strengthen writing as needed by planning, revis-		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.
	ing 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         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
<b>Compose NARRATIVES</b> , using writing and digital resources, <b>to develop real or imagined</b> <i>experiences or mul-</i> <i>tiple events or ideas</i> , <b>using effective technique</b> , <b>descriptive details and clear sequences</b> .	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.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li> <li>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure that follows the narrated experiences or events.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	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.

			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.
	]	MULTIDIMENSIONALITY - C.3.4			Utilize receptive and expressive lan-
	Green (italic) = Comp	rehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
đ	With guidance and support from to interact and collaborate with	reate and publish products as well as	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUID	ING PRINCIPLE FOR COMPOSITIC	)N		Collaborate with others to create
		well as more sustained research proj	ects based on focused questions,	6	new meaning.
	demonstrating understanding of t	ne subject under investigation.		_	Utilize digital resources to learn and share with others.
	635	PROGRESSION	A 4 5	7	
	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.
	Green (italic) = Compr	10	Develop a literacy identity that pro- motes lifelong learning.		
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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	1	Recognize that text is anything that communicates a message.		
	C.2.6	C.3.6	C.4.6		communicates a message.
	Collect information from real- world experiences or provid- ed sources to answer or gen-Summarize information f periences or gather infor from print and digital sources		Summarize relevant information from experiences or gather rele- vant information from various		Employ, develop and refine schema to understand and create text.
	erate questions.	take brief notes on information from various print/digital sources, and analyze by sorting into appro- priate categories.	print and digital sources; take notes, categorize information and 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.
⊐	Green (italic) = Com Summarize information from e notes on information from vari	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	ries. GUI	6	Collaborate with others to create new meaning.		
	<ol> <li>Students will compose routi es and audiences.</li> </ol>	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		10	Develop a literacy identity that pro-
	Green (italic) = Com		motes lifelong learning.		
	Compose routinely over exten and audiences.		HOME		

#### Interdisciplinary Language – Grade 3 **Literacy Practices Conventions of Standard English** Recognize that text is anything that When writing or speaking, demonstrate command of the conventions of standard English grammar and us-1 communicates a message. age. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. a. Form and use regular and irregular plural nouns. b. Employ, develop and refine schema 2 Use abstract nouns. c. to understand and create text. d. Form and use regular and irregular verbs. L.3.1 e. Use verb tenses. View literacy experiences as transacf. Ensure subject-verb and pronoun-antecedent agreement. 3 tional, interdisciplinary and transfor-Form and use comparative and superlative adjectives and adverbs, and choose between them dependg. ing on what is to be modified. mational. h. Use coordinating and subordinating conjunctions. Utilize receptive and expressive lani. Produce simple, compound and complex sentences. 4 guage arts to better understand self, When writing: others and the world. Capitalize appropriate words in titles. a. b. Use commas in addresses. Apply strategic practices, with c. Use commas and quotation marks in dialogue. L.3.2 5 scaffolding and then independently, d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. to approach new literacy tasks. Use spelling patterns and generalizations in writing words. f. Consult reference materials as needed to check and correct spellings. g. Collaborate with others to create 6 **Knowledge of Language** new meaning. Use knowledge of language and its conventions when writing, speaking, reading or listening. L.3.3 a. Choose words and phrases for effect. Utilize digital resources to learn and 7 b. Recognize and observe differences between the conventions of spoken and written Standard English. share with others. **Vocabulary Acquisition and Use** Engage in specialized, discipline-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 8 reading and content, choosing flexibly from an array of strategies. specific literacy practices. Use sentence-level context as a clue to the meaning of a word or phrase. a. b. Determine the meaning of the new word formed when a known affix is added to a known word. Apply high level cognitive processes L.3.4 c. Use a known root word as a clue to the meaning of an unknown word with the same root. 9 to think deeply and critically about d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 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. Develop a literacy identity that pro-10 Demonstrate understanding of word relationships and nuances in word meanings. motes lifelong learning. Distinguish the literal and nonliteral meanings of words and phrases in context. a. L.3.5 Demonstrate understanding of words by relating them to their synonyms and antonyms. b. HOME c. Distinguish shades of meaning among related words that describe degrees of certainty.



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

	whiting and speaking.				
		PROGRESSION		1	Recognize that text is anything that
	L.2.1	L.3.1	L.4.1	*	communicates a message.
	<ul> <li>In writing or speaking, demonstrate appropriate use of:</li> <li>a. collective nouns.</li> <li>b. frequently occurring irregular nouns.</li> </ul>	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.
	<ul> <li>c. reflexive pronouns.</li> <li>d. past tense of frequently occurring irregular verbs.</li> <li>e. adjectives and adverbs in sen-</li> </ul>	<ul> <li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irreg-</li> </ul>	<ul> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use model auxiliarize to convey</li> </ul>	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.	<ul> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to convente to</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		<ul> <li>f. Ensure subject-verb and pro- noun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and ad-</li> </ul>	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.
		<ul> <li>nating conjunctions.</li> <li>i. Produce simple, compound and complex sentences.</li> </ul>		7	Utilize digital resources to learn and share with others.
	M Green (italic) = Comprel	ULTIDIMENSIONALITY - L.3.1 nension Purple (bold) = Analysis MAI	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
]	<ul> <li>When writing or speaking, demonstrat</li> <li>a. Explain the function OF NOUNS, PR</li> <li>b. Form and use REGULAR AND IRREG</li> <li>c. Use ABSTRACT NOUNS.</li> <li>d. Form and use REGULAR AND IRREG</li> </ul>		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
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P

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

			Recognize that text is anything that		
	L.2.2	L.3.2	L.4.2	1	communicates a message.
	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to holidays, product names and</li> </ul>	When writing: a. Capitalize appropriate words in titles.	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of capitalization rules.</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats</li> </ul>	<ul><li>b. Use commas in addresses.</li><li>c. Use commas and quotation marks in dialogue.</li></ul>	<ul> <li>Use commas and quotation marks to indicate direct speech and quotations for a text.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>(e.g., letter, email, blog).</li> <li>c. Use apostrophe to form contractions and posses- sives.</li> </ul>	<ul> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to</li> </ul>	<ul> <li>C. Use a comma before a coordinating conjunction in a compound sentence.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>d. Generalize spelling patterns.</li> <li>e. Use reference materials to self-check and correct</li> </ul>	<ul> <li>f. Use spelling patterns and generalizations in writing words.</li> </ul>	<ul> <li>Consult reference materials as needed to check and correct spellings.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	spelling.	<ul> <li>g. Consult reference materials as needed to check and cor- rect spellings.</li> </ul>		6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	/ULTIDIMENSIONALITY - L.3.2 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing: a. <i>Capitalize</i> APPROPRIATE WOR	DS IN TITLES.		8	Engage in specialized, discipline- specific literacy practices.
•	<ul> <li>b. Use COMMAS IN ADDRESSES.</li> <li>c. Use COMMAS AND QUOTATIC</li> <li>d. Use POSSESSIVES.</li> </ul>	ON MARKS IN DIALOGUE.		9	Apply high level cognitive processes to think deeply and critically about text.
	WORDS.	HIGH-FREQUENCY WORDS WHERE S	UFFIXES ARE ADDED TO BASE	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul><li>f. Use spelling patterns and gene</li><li>g. Consult reference materials as</li></ul>	eralizations in writing words. Theeded to check and correct spelling	gs.		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		1	Recognize that text is anything that communicates a message.
	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.	<ul><li>a. Choose words and phrases for effect.</li><li>b. Recognize and observe</li></ul>	<ul> <li>a. Choose words and phrases to convey ideas precisely.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
~		differences between the conventions of spoken and written Standard English.	<ul><li>b. Choose punctuation for effect.</li><li>c. Differentiate between formal</li></ul>	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.
				7	Utilize digital resources to learn and share with others.
		IULTIDIMENSIONALITY - L.3.3 ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD</li> </ul>				Apply high level cognitive processes to think deeply and critically about text.
	ENGLISH.			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.			L	communicates a message.
			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		View literacy experiences as transac-
based on grade 2 reading and	based on grade 3 reading and	4 reading and content, choosing	3	tional, interdisciplinary and transfor-
content, choosing flexibly from an array of strategies.	content, choosing flexibly from an array of strategies.	flexibly from an array of strategies.		mational.
an array of strategies.	an array of strategies.	a. Use context (e.g., definitions,		Utilize receptive and expressive lan-
a. Use sentence-level context	a. Use sentence-level context	examples or restatements in	4	guage arts to better understand self,
as a clue to the meaning of	as a clue to the meaning of a	text) as a clue to the meaning		others and the world.
a word or phrase.	word or phrase.	of a word or 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.		6	new meaning.
		c. Consult print and digital refer-		new meaning.
<ul> <li>Use a known root word as a clue to the meaning of an</li> </ul>	c. Use a known root word as a clue to the meaning of an	ence materials to find the pro- nunciation and determine or		Utilize digital resources to learn and
unknown word with the	unknown word with the	clarity the precise meaning of	7	share with others.
same root.	same root.	key words and phrases.		
		-,		Engage in specialized, discipline-
			8	specific literacy practices.
				Apply high level cognitive processes
			9	to think deeply and critically about
				text.
			10	Develop a literacy identity that pro-

## Interdisciplinary Literacy Practices

1

Recognize that text is anything that

motes lifelong learning.

				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-	4	Recognize that text is anything that
		to predict the meaning of compound words.		clarify the precise meaning of key words and phrases.		demic and domain-specific words and phrases, including	1	communicates a message.
						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 to understand and create text.
		ning dictionaries to deter- mine or clarify the meaning		grade-appropriate conversa- tional, general academic and		particular topic.		to understand and create text.
		of words and phrases.		domain-specific words and			-	View literacy experiences as transac-
	f.	Use words and phrases ac-		phrases, including those that			3	tional, interdisciplinary and transfor- mational.
		quired through conversa-		signal spatial and temporal relationships.				Utilize receptive and expressive lan-
		tions, reading and being		relationships.			4	guage arts to better understand self,
		read to, and responding to						others and the world.
		texts, including using adjec- tives and adverbs to de-					_	Apply strategic practices, with
		scribe.					5	scaffolding and then independently,
								to approach new literacy tasks.
		N		TIDIMENSIONALITY - L.3.4			6	Collaborate with others to create
		Green (italic) = Compre			ARO	ON (CAPS) = CONTENT	Ŭ	new meaning.
						Ϋ́, Υ΄		Utilize digital resources to learn and
	De	termine or clarify the meaning		nknown and multiple-meaning w	orde	and phrases based on grade 2	7	share with others.
		ding and content, choosing flex	-		orus	s und phruses based on grade 5		
				a clue to the meaning of a wor	d or	phrase	8	Engage in specialized, discipline-
				v word formed when a known Al				specific literacy practices.
P				-				Apply high level cognitive processes
				e to the meaning of an unknow			9	to think deeply and critically about
	d.		ctior	naries to determine or clarify the	pre	cise meaning of key words and		text.
	~	phrases.	- A C		1.4.1			Develop a literacy identity that pro-
	e.	e. Acquire and use accurately GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DO- MAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELA-					10	motes lifelong learning.
		TIONSHIPS.		,				
								HOME

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

	PROGRESSION				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 con-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
_	<ul><li>their synonyms and anto- nyms.</li><li>Distinguish the shades of meaning among closely re-</li></ul>	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	ADOON (CADS) - CONTENT	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		
25.4.4	No Decision Foundational standard 1 for grade 4		Recognize that text is anything that communicates a message.
RF.4.1	No Reading Foundational standard 1 for grade 4.	2	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.	5	scaffolding and then independently, to approach new literacy tasks.
RF.4.3	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphol- ogy to accurately read unfamiliar multisyllabic words.		Collaborate with others to create new meaning.
	Fluency		Utilize digital resources to learn and
	Fluency	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.
RF.4.4	<ul> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro- 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.		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

<b>(</b> )	GUIDING PRINCIPLE FOR READING LITERATURE     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
			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.		3	View literacy experiences as transac- tional, interdisciplinary and transfor-
		MULTIDIMENSIONALITY - RL.4.1           rehension         Purple (bold) = Analysis			mational.
J	REFER TO DETAILS AND EXAMPLE inferences from the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	GUIDING	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 Identify and cite relevant im-	<b>RL.4.2</b> Analyze how the theme is re-	<b>RL.5.2</b> Analyze how the theme is reflected	7	share with others.
	plicit and explicit information from a summary to determine the theme, lesson learned	flected, and cite relevant implicit and explicit evidence from the text, including but not limited to	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 <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT Analyze how the THEME is reflected, and cite relevant implicit and explicit evidence from the text, includ-			Develop a literacy identity that pro- motes lifelong learning.
	ing but not limited to poems, sto	ries and dramas.	ramas.		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	-	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 schema 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 transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.4.3			Utilize receptive and expressive lan-
	Describe in depth a CHARACTER'S	THOUGHTS, WORDS and/or ACTIONS	5, the SETTING or EVENT(S) IN A STO-	4	guage arts to better understand self, others and the world.
	RY OR DRAMA, drawing on specif	ic details to analyze their interaction of	over the course of the text.		Apply strategic practices, with
					scaffolding and then independently,
GUIDING PRINCIPLE FOR READING LITERATURE					to approach new literacy tasks.
P	<b>4.</b> 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					+
	<b>RL.3.4</b> Determine the meaning of	<b>RL.4.4</b> Determine the meaning of words	<b>RL.5.4</b> Determine the meaning of words	7	Utilize digital resources to learn and share with others.
	words and phrases as they are	and phrases as they are used in a	and phrases as they are used in a		
	used in a text, distinguishing literal from nonliteral language, including but not limited to idi-	text, including but not limited to figurative language such as meta- phors and similes, and describe	text, including but not limited to allusions found in mythology, and analyze how those words and	8	Engage in specialized, discipline- specific literacy practices.
•	oms and hyperboles, and de- scribe how those words and phrases shape meaning.	ooles, and de- e words andand explain how those words and phrases shape meaning.phrases shape meaning.		9	Apply high level cognitive processes to think deeply and critically about text.
	1				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including but not limited to FIG-				Develop a literacy identity that pro- motes lifelong learning.
	URATIVE LANGUAGE such as METAPHORS and SIMILES, and describe and explain how those words and phrases shape meaning.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE					Interdisciplinary
P	<b>5.</b> Students will analyze the stru tions of the text relate to each o		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.3.5	RL.4.5	RL.5.5	1	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.		4	guage arts to better understand self, others and the world.
J	Analyze the overall STRUCTURE DRAMAS, including but not limit	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		G PRINCIPLE FOR READING LITE		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.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.3.6	RL.4.6	RL.5.6		Engage in specialized, discipline-
	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	specific literacy practices.
-	and describe how various per- spectives shape the content of the text.	have on the reader.	ueschbeu.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.6 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Compare/contrast the POINT O	F VIEW of first and third person nar	rators and the effect they have on the		

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	1	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 transa tional, interdisciplinary and transfo mational.
		what they perceive when they listen or watch.		4	Utilize receptive and expressive lan guage arts to better understand se others and the world.
		MULTIDIMENSIONALITY - RL.4.7	7		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,				5	scaffolding and then independently to approach new literacy tasks.
including making connections with what they "see" and "hear" when reading the text to what they per- ceive when they listen or watch.				6	Collaborate with others to create new meaning.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	7	Utilize digital resources to learn an
				ŕ	share with others.
1	validity, reasoning, relevance ar		ns and evidence in a text, assessing the		Engage in specialized, discipline-
		PROGRESSION		8	specific literacy practices.
	RL.3.8	RL.4.8	RL.5.8		Apply high level cognitive processe
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	9	to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.8	R		Develop a literacy identity that pro
		prehension Purple (bold) = Analysis		10	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
RL.3.9	RL.4.9	RL.5.9	-
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
similar characters.	tures.		
 	MULTIDIMENSIONALITY - RL.4.		3
 Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	
<b>Compare/contrast</b> THEMES, TO LITERATURE FROM DIFFERENT C		STORIES, MYTHS AND TRADITIONAL	4
GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	
		exts independently and proficiently.	5
	PROGRESSION		
RL.3.10	RL.4.10	RL.5.10	6
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
inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read, comprehend and analyze grade-level appropriate, com-	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade- level appropriate, complex liter-	sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts inde- pendently and proficiently.	8
Sidde level appropriate, com	iever appropriate, complex liter	pendentiy and pronoicitity.	

## Interdisciplinary Literacy Practices

1		Recognize that text is anything that communicates a message.		
he same similar	2	Employ, develop and refine schema to understand and create text.		
	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.		
DNAL	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
ntly.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	6	Collaborate with others to create new meaning.		
y use a itegies visualiz- , synthe-	7	Utilize digital resources to learn and share with others.		
deter- ompre- appro- inde-	8	Engage in specialized, discipline- specific literacy practices.		
	9	Apply high level cognitive processes to think deeply and critically about text.		
oring, e) <b>to</b>	10	Develop a literacy identity that pro- motes lifelong learning.		
ently		HOME		

proficiently.

plex literary texts inde-

pendently and proficiently.

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, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.

**MULTIDIMENSIONALITY - RL.4.10** 

ary texts independently and

	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		Litilize digital recourses to learn and
<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>	Integrate information from two or more 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.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

			Interdisciplinary		
P	<ol> <li>Students will read closely to a it; cite specific textual evidence</li> </ol>		Literacy Practices		
	RI.3.1	PROGRESSION RI.4.1	RI.5.1	1	Recognize that text is anything that communicates a message.
	Ask and answer questions, and make and support logical inferences in order to con-	Refer to details and examples in a text when explaining what the text says explicitly and when	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-
		<b>MULTIDIMENSIONALITY - RI.4.1</b>	L		mational.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT REFER TO DETAILS AND EXAMPLES in a text when <i>explaining what the text says explicitly</i> and when draw-					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.		
		NCIPLE FOR READING INFORMA			
2	2. Students will determine cent	ral ideas of a text and analyze their	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	dence) moldanig sammary) para			Ultilize digital resources to	Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.3.2	RI.4.2	RI.5.2		
	Identify and cite relevant im- plicit and explicit information from a summary to determine	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 a text, and cite relevant im- plicit and explicit evidence to support	8	Engage in specialized, discipline- specific literacy practices.
	the central idea of a text.	evidence from the text.	thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.2	2		
_			ple (bold) = Analysis MAROON (CAPS) = CONTENT in a text, and <i>cite</i> relevant implicit and explicit evidence		Develop a literacy identity that pro- motes lifelong learning.
	from the text.				HOME

CUIDING DDINGIDLE FOD DEADING INFORMATIONAL TEVT

### **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.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.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.4.3 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Explain the INDIVIDUALS, EVEN TECHNICAL TEXT, including what text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PR 4. Students will interpret words	6	Collaborate with others to create new meaning.		
	connotative and figurative mea	nings, and analyze how specific wor	rd choices shape meaning or tone.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	<b>RI.3.4</b> Determine the meaning of general academic words and phrases in a grade-level text,	<b>RI.4.4</b> Determine the meaning of gen- eral academic and domain- specific words or phrases in a	<b>RI.5.4</b> 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			Develop a literacy identity that pro-
		orehension Purple (bold) = Analysis		10	motes lifelong learning.
	Determine the meaning of GENI LEVEL TEXT, and describe and e		HOME		

	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Interdisciplinary
P	<b>5.</b> Students will analyze the strutions of the text relate to each o		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.	MULTIDIMENSIONALITY - RI.4.5		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
J	Green (italic) = Comp Describe the overall STRUCTURE concepts or information.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
					Collaborate with others to create new meaning.
12		NCIPLE FOR READING INFORMA	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 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
$\Box$		O AND SECONDHAND ACCOUNT of	· · ·		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.

		1	Recognize that text is anything that communicates a message.		
	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 transac- tional, interdisciplinary and transfor- mational.
	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.
J	Interpret information presented tributes to an understanding of	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		INCIPLE FOR READING INFORM		6	Collaborate with others to create new meaning.
P	<ul> <li>8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.</li> </ul>				Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	<b>RI.3.8</b> Describe how reasons and evidence support specific	<b>RI.4.8</b> Explain how an author uses rea- sons and evidence to support	<b>RI.5.8</b> 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.
	Green (italic) = Com	10	Develop a literacy identity that pro- motes lifelong learning.		
	<b>Explain how an author uses REASONS</b> and EVIDENCE to support particular CLAIMS the author makes in a text.				HOME

	GUIDING PRINCIPLE FOR READING 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		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.
	Integrate information from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Apply strategic practices, with
2	<b>10.</b> Students will read, comprehend and analyze complex informational texts independently and proficiently.			5	scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION				Collaborate with others to create
	RI.3.10	RI.4.10	RI.5.10	6	new meaning.
_	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz-	use a variety of compre- sion strategies (i.e., ques- strategies (i.e., questioning, duestioning, duestioning		7	Utilize digital resources to learn and share with others.
	using prior knowledge, deter- mining importance) to read, comprehend and analyze	ng importance) to read, mining importance) to read, prehend and analyze grade-level ap-	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. MULTIDIMENSIONALITY - RI.4.10	texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
Ţ	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- alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,				Develop a literacy identity that pro- motes lifelong learning.
	comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.				HOME

### **Composition – Grade 4**

<u>C.4.1</u>

C.4.2

Text Types and Purposes	1	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.
<ul> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
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,
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, editing and rewriting.	5	scaffolding and then independently, 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>		
<ul> <li><u>ry</u> writing experience must utilize those digital resources.)</li> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	7	Utilize digital resources to learn and share with others.
<ul> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include for- matting, illustrations and multimedia when useful to aiding comprehension.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
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.
<ul> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>		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	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							

**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.3.1	C.4.1	C.5.1		C		
Compose opinion pieces, using a combination of writing and digi-	Compose opinions, using writing and digital resources, on topics	Compose opinion pieces, using writing and digital resources, on	2	Eı to		
tal resources, on topics or texts, with supporting reasons.	or texts, supporting an author's perspective with reasons and information.	topics or texts, supporting the writer's perspective with reasons and information.	3	V ti m		
(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	U gu of		
not <u>every</u> writing experience must utilize those digital re- sources.)	utilize those digital re- must utilize those digital re- lize those digital resources.)		5	A so to		
<ul> <li>a. With guidance and support from adults, produce writing in which the development</li> </ul>	<ul> <li>Produce clear and coherent writing in which the devel- opment and organization</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop- ment and organization are ap-</li> </ul>	6	C( n		
and organization are appro- priate to task and purpose.	are appropriate to task, pur- pose and audience.	propriate to task, purpose, and audience.	7	U sł		
<ul> <li>b. Introduce the topic, fol- lowed by opinion statement, and create an organizational</li> </ul>	<ul> <li>b. Introduce a topic or text clearly, state an opinion and create an organizational</li> </ul>	<ul> <li>b. Introduce a topic or text clear- ly, state an opinion and create an organizational structure in</li> </ul>	8	Eı sp		
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	A to te		
<ul> <li>Provide reasons with elabo- rate details to support the opinion</li> </ul>	<ul> <li>Provide reasons that are supported by facts and de- tails.</li> </ul>	<ul> <li>Provide logically ordered rea- sons that are supported by facts and details.</li> </ul>	10	D m		
opinion.	1 (1	idus dilu uetdils.				

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						

			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	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>f. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	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 plan**ning, 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**

**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.

		PROGRESSIONS		1	Recognize that text is anything that communicates a message.
	<b>C.3.2</b> Compose informative and/or explanatory texts, using writing	<b>C.4.2</b> Compose informative and/or explanatory texts, using writing and	<b>C.5.2</b> Compose informative and/or explanatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.
	and digital resources, to exam- ine a topic and provide infor- mation.	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 have the	(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 throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	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.
	<ul> <li>With guidance and support from adults, produce writing in which the devel-</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop- ment and organization are</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment and organization are ap-</li> </ul>	7	Utilize digital resources to learn and share with others.
	opment and organization are appropriate to task and purpose.	appropriate to task, purpose and audience.	<ul> <li>propriate to task, purpose and audience.</li> <li>b. Introduce a topic clearly, provide a general observation and focus and group related infor-</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>b. Introduce a topic, and group related information</li> </ul>	Introduce a topic, and group related information b. Introduce a topic clearly, and group related information in paragraphs and soctions: in		9	Apply high level cognitive processes to think deeply and critically about text.
	together; include illustra- tions when useful to aiding comprehension.paragraphs and sections, mathematic clude formatting, illustrations and multimedia when useful to aiding comprehension.mation logically; include for- matting, illustrations matting, illustrations and mul- timedia when useful to aiding comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.		
			comprehension.		HOME

PROGRESSION								
C.3.2	C.4.2	C.5.2						
<ul> <li>Develop the topic with facts, definitions and details.</li> </ul>	<ul> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic.</li> </ul>	<ul> <li>Develop the topic with facts, definitions, concrete details quotations, or other information and examples related to the topic.</li> </ul>	1	<b>Literacy Practices</b> 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-	e. Use grade-appropriate transi- tions to develop text struc- ture across paragraphs.	<ul> <li>Use grade-appropriate transitions to develop text structure across paragraphs.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
agraphs.	<ul> <li>f. Use precise language and domain-specific vocabulary</li> </ul>	<ul> <li>f. Use precise language and domain</li> <li>-specific vocabulary to inform</li> </ul>	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.				
<ul> <li>f. Provide a concluding section.</li> </ul>	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	<ul> <li>With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by</li> </ul>	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	9 Apply high level cognitive processes to think deeply and critically about text.						
10	<b>10</b> 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.

		·		1	Recognize that text is anything that
PROGRESSION					communicates a message.
	C.3.3	C.4.3	C.5.3		Employ, doyalan and rafina schema
	Compose narratives, using writing and digital resources, to develop real or imagined	Compose narratives, using a writing and digital resources, to develop real or imagined experi-	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple	2	Employ, develop and refine schema to understand and create text.
	experiences or multiple events or ideas, using effec- tive technique, descriptive	ences or multiple events or ideas, using effective technique, descrip- tive details and clear sequences.	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 resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
1	<ul> <li>a. With guidance and sup- port from adults, produce</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop-</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the development</li> </ul>	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	<ul> <li>Orient the reader by establish- ing a situation and introducing</li> </ul>	<ul> <li>Orient the reader by establishing a situation and introducing a narra-</li> </ul>	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.	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								
	C.3.3		C.4.3		C.5.3		Literacy Practices	
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	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.	, ,	d.	Use a variety of conjunctions and	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
J	C.4.3	<b>Compose NARRATIVES</b> , using writing and digital resources, <b>to develop real or imagined</b> <i>experienc-</i> <i>es or multiple events or ideas</i> , <b>using effective technique</b> , <b>descriptive details and clear sequences</b> .	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.
		<ul> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Orient the reader by establishing a situation and introducing a narrator and/or characters;</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		<ul> <li>organize an event sequence that reflects linear, nonlinear or circular structure.</li> <li>C. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		<ul> <li>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		<ul> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> </ul>	6	Collaborate with others to create new meaning.
		<ul> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	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		communicates a message.	
-	With some guidance and sup- port from adults, use digital re- sources to create and publish	I re-port from adults, use digital re-shsources to create and publishactproducts as well as to interact	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact 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.			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	MULTIDIMENSIONALITY - C.4.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create	
	5. Students will conduct short as well as more sustained research projects based on focused questions,			6	new meaning.	
	demonstrating understanding of the subject under investigation.           PROGRESSION           C.3.5         C.4.5         C.5.5				Utilize digital resources to learn and share with others.	
	Conduct short research pro- jects that build knowledge about a topic.	Conduct short research projects that build knowledge through in- vestigation of different aspects of a topic.	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				Develop a literacy identity that pro- motes lifelong learning.	
đ	Conduct short RESEARCH projects that build knowledge through investigation of different aspects of 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 plagiarism. PROGRESSION			1	Recognize that text is anything that communicates a message.
	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.		work, and provide a list of sources.	4	Utilize receptive and expressive lan- guage arts to better understand self,
		MULTIDIMENSIONALITY - C.4.6			others and the world.
đ	Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Image: 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.
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create new meaning.
P	<b>7.</b> Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.			7	Utilize digital resources to learn and share with others.
		PROGRESSION			share with others.
	C.3.7 Compose routinely over	C.4.7 Compose routinely over extended	C.5.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
	shorter time frames for a	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.4.7			
		prehension Purple (bold) = Analysis M/		10	Develop a literacy identity that pro- motes lifelong learning.
	Compose routinely over extend and audiences.	ded time frames and shorter time fram	<b>tes</b> for 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>	<ul> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> </ul>		Employ, develop and refine schema to understand and create text.
	<ul> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.4.2</u>			Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Consult reference materials as needed to check and correct spellings.</li> <li>Knowledge of Language</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.4.3</u>	<ul> <li>4.3</li> <li>4.4</li> <li>4.3</li> <li>4.3</li> <li>4.4</li> <li>4.4</li> <li>4.4</li> <li>4.5</li> <li>4.5</li> <li>4.6</li> <li>4.6</li> <li>4.6</li> <li>4.7</li> <li>4.7</li> <li>4.7</li> <li>4.8</li> <li>4.8</li> <li>4.9</li> <li>4.9</li> <li>4.9</li> <li>4.1</li> <li>4.1</li></ul>		Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	<ul> <li>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.</li> <li>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
<u>L.4.4</u>	<ul> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases.</li> <li>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,</li> </ul>	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.
<u></u>	<ul> <li>b. Recognize and explain the meaning of common idioms, adages and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>		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.3.1	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.
<ul> <li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irreg-</li> </ul>	<ul><li>a. Use relative pronouns and relative adverbs.</li><li>b. Use the progressive verb tens-</li></ul>	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.
<ul> <li>d. Form and use regular and irregular verbs.</li> </ul>	es. c. Use modal auxiliaries to con- vey various conditions, such as can, may and must.	<ul> <li>b. Use the perfect verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states and conditions.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul><li>e. Use verb tenses.</li><li>f. Ensure subject-verb and pro- noun-antecedent agreement.</li></ul>	d. Order adjectives within sen- tences according to conven- tional patterns.	<ul> <li>d. Produce complete sentences recognizing and correcting in- appropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions</li> </ul>	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.	<ul> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and</li> </ul>		6	Collaborate with others to create new meaning.
<ul> <li>h. Use coordinating and subordi- nating conjunctions.</li> <li>i. Produce simple, compound and</li> </ul>	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.
 a. Use RELATIVE PRONOUNS AND R	ate command of the conventions of sto ELATIVE ADVERBS.		9	Apply high level cognitive processes to think deeply and critically about text.
 <ul> <li>c. Use MODAL AUXILIARIES to conv</li> <li>d. Order ADJECTIVES within sentence</li> <li>e. Use PREPOSITIONAL PHRASES.</li> </ul>	ey various conditions, such as can, mar ces according to conventional patterns.		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.
	<ul> <li>When writing:</li> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> </ul>	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of capitalization rules.</li> <li>b. Use commas and quotation</li> </ul>	<ul> <li>When writing:</li> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul><li>c. Use commas and quotation marks in dialogue.</li><li>d. Use possessives.</li></ul>	<ul> <li>ose commus and quotation marks to indicate direct speech and quotations for a text.</li> <li>c. Use a comma before a coordi-</li> </ul>	<ul> <li>b. Ose a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>Use conventional spelling for high-frequency words where suffixes are added to base words.</li> </ul>	<ul> <li>nating conjunction in a compound sentence.</li> <li>d. Consult reference materials as needed to check and cor-</li> </ul>	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.
	<ul><li>f. Use spelling patterns and generalizations in writing words.</li><li>g. Consult reference materials</li></ul>	rect spellings.	<ul> <li>d. Use underlining, quotation marks or italics to indicate titles of works.</li> <li>e. Use strategies and resources (print and electronic) to identify</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	as needed to check and cor- rect spellings.		and correct spelling errors.	6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N	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.
	<ul> <li>a. Demonstrate appropriate use of CAPITALIZATION RULES.</li> <li>b. Use COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text.</li> <li>c. Use a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.</li> <li>d. Consult reference materials as needed to check and correct spellings.</li> </ul>				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	5 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.
_	<ul><li>for effect.</li><li>b. Recognize and observe differ- ences between the conven-</li></ul>	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	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
J	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Choose punctuation for effect.</li> <li>c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.</li> </ul>			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.

#### communicates a message. PROGRESSIONS Employ, develop and refine schema L.5.4 L.3.4 L.4.4 2 Determine or clarify the mean-Determine or clarify the mean-Determine or clarify the meaning of unknown and multiple-meaning ing of unknown and multipleing of unknown and multiplemeaning words and phrases meaning words and phrases words and phrases based on grade based on grade 3 reading and based on grade 4 reading and 5 reading and content, choosing content, choosing flexibly from content, choosing flexibly from flexibly from an array of strategies. an array of strategies. an array of strategies. a. Use context (e.g., cause/effect a. Use context (e.g., definirelationships and comparisons a. Use sentence-level context in text) as a clue to the meaning tions, examples or restateas a clue to the meaning of ments in text) as a clue to of a word or phrase. a word or phrase. the meaning of a word or b. Use common affixes and roots b. Determine the meaning of phrase. as clues to the meaning of a the new word formed when b. Use common affixes and word. a known affix is added to a roots as clues to the meanknown word. c. Consult print and digital refering of a word. ence materials to find the proc. Use a known root word as a c. Consult print and digital refnunciation and determine or clue to the meaning of an clarify the precise meaning of erence materials to find the unknown word with the pronunciation and deterkey words and phrases. same root. mine or clarify the precise d. Acquire and use accurately d. Use glossaries or beginning meaning of key words and grade-appropriate general acadictionaries to determine or phrases. demic and domain-specific clarify the precise meaning d. Acquire and use accurately words and phrases, including of key words and phrases. grade-appropriate general those that signal contrast, addiacademic and domaintion and other logical relatione. Acquire and use accurately specific words and phrases, ships. grade-appropriate converincluding those that signal

sational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

### Interdisciplinary **Literacy Practices**

1

Recognize that text is anything that

2	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.
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precise actions and that are

basic to a particular topic.

#### **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.

	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.
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Interdisciplinary

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

				1	Recognize that text is anything that communicates a message.
		PROGRESSIONS			
	<b>L.3.5</b> Demonstrate understanding of	L.4.5 Demonstrate understanding of	<b>L.5.5</b> 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.
_	<ul> <li>Distinguish the literal and nonliteral meanings of words and phrases in con- text.</li> </ul>	<ul> <li>a. Explain the meaning of simple similes and metaphors in context.</li> <li>b. Recognize and explain the</li> </ul>	<ul> <li>a. Interpret figurative language, including similes and meta- phors, in context.</li> <li>b. Recognize and explain the</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>b. Demonstrate understand- ing of words by relating them to their synonyms and antonyms.</li> </ul>	<ul> <li>meaning of common idioms, adages and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to</li> </ul>	<ul> <li>meaning of common idioms, adages and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Distinguish shades of mean- ing among related words that describe degrees of	their synonyms and anto- nyms.	synonyms and antonyms.	6	Collaborate with others to create new meaning.
	certainty.			7	Utilize digital resources to learn and share with others.
		/ULTIDIMENSIONALITY - L.4.5 ehension Purple (bold) = Analysis M	1AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
]		gurative language, word relationshi e SIMILES AND METAPHORS in conte		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.		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 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		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 morphol-	7	Utilize digital resources to learn and share with others.
	ogy to accurately read unfamiliar multisyllabic words.		Engage in specialized, discipline- specific literacy practices.
	Fluency		Apply high level cognitive processes
	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>		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.
<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	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.5.6</u>	Describe how a narrator's or speaker's perspective influences how events are described.	6	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.
			Engage in specialized, discipline-
<u>RL.5.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.5.9</u>	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	9	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	
R	<b>1.</b> 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.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		DescriptionPurple (bold) = AnalysisEXT when explaining what the text s	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.	
		IG PRINCIPLE FOR READING LITE		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
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 resources to learn and	
	<b>RL.4.2</b> Analyze how the theme is re-	<b>RL.5.2</b> Analyze how the theme is re-	<b>RL.6.2</b> Analyze how the theme is reflected in	7	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 implicit and explicit evidence to	the text by citing particular details and/or providing an objective sum- mary.	8	Engage in specialized, discipline- specific literacy practices.	
	and dramas.	support thinking.		9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.5.2			l	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how the THEME is reflected in the text, including but not limited to poems, stories and dramas,			10	Develop a literacy identity that pro- motes lifelong learning.	
	and cite relevant implicit and ex	plicit 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				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 actions, the setting or event(s)	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over	Describe how a particular story's or drama's plot unfolds in a series of epi- sodes, and determine how the charac- ters respond or change as the plot	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.	the course of the text.	moves toward a resolution.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.5.orehensionPurple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, using specific details to analyze their interaction over the course of the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>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.</li> </ul>				Collaborate with others to create new meaning.
	PROGRESSION			_	Utilize digital resources to learn and
	RL.4.4	RL.5.4	RL.6.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative lan-	vords and phrases as they are words and phrases as they are phrases as they are used in a text, including but used in a text, including but not cluding figurative and connotative		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**

R

**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 Reco		PROGRESSION	
conn	RL.6.5	RL.5.5	RL.4.5
2 Empl to un	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text	Analyze and explain the overall structure of poems, stories and dramas in two or more texts,	Analyze the overall structure, in a text or part of the text, the author uses in poems, sto-
3 View matic	and contributes to the development of the theme, setting or plot.	including but not limited to line- ar, nonlinear and circular struc- tures.	ries and dramas, including but not limited to linear, nonlinear and circular structures.
Utiliz	5	MULTIDIMENSIONALITY - RL.5.	
4 guag othe		prehension Purple (bold) = Analysis	Green (italic) = Comp
5 Scaffe	D DRAMAS IN TWO OR MORE TEXTS, RUCTURES.	STRUCTURE OF POEMS, STORIES AN AR, NONLINEAR AND CIRCULAR STF	
		IG PRINCIPLE FOR READING LITE	GUIDIN
6 Colla	RATORE	NG PRINCIPLE FOR READING LITE	GOIDIN
new	shape the content and style of a text.	nt of view, perspective and purpose	6. Students will analyze how poin
<b>7</b> Utiliz			
share		PROGRESSION	
	RL.6.6	RL.5.6	RL.4.6
<b>8</b> Enga speci	Explain how an author develops the perspective of the narrator or speaker	Describe how a narrator's or speaker's perspective influences	Compare/contrast the point of view of first and third person
Apply	in a text.	how events are described.	narrators and the effect they have on the reader.

#### Interdisciplinary Literacy Practices

	1	Recognize that text is anything that communicates a message.					
t	2	Employ, develop and refine schema to understand and create text.					
of	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.					
er	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					

Describe how a narrator's or speaker's PERSPECTIVE influences how events are described.

**MULTIDIMENSIONALITY - RL.5.6** 

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

	GUIDIN		Interdisciplinary		
P	<b>7.</b> 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
	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.			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	when they listen or watch.	MULTIDIMENSIONALITY - RL.5.	7	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
٦	Green (italic) = Com		MAROON (CAPS) = CONTENT he meaning or tone of non-print texts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	NG PRINCIPLE FOR READING LITE	ERATURE	6	Collaborate with others to create new meaning.
12	<b>8.</b> Students will delineate and e validity, reasoning, relevance ar	nd sufficiency.	ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			Francis in considerate distribution
	RL.4.8 (Not applicable to literature)	<b>RL.5.8</b> (Not applicable to literature)	<b>RL.6.8</b> (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. prehension Purple (bold) = Analysis	8 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.				Interdisciplinary Literacy Practices
-		PROGRESSION		1	Recognize that text is anything that
	RL.4.9	RL.5.9	RL.6.9		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-
	М	ULTIDIMENSIONALITY - RL.5.9		3	tional, interdisciplinary and transfor-
	Green (italic) = Compre	hension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
	<b>Compare/contrast</b> STORIES IN THE SAME GENRE on <i>their approaches to</i> SIMILAR THEMES AND TOPICS.				guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with
P	<b>10.</b> Students will read, comprehen	d and analyze complex literary text	s independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.
		DDOODECCION			
		PROGRESSION			Collaborate with others to graate
	RL.4.10	RL.5.10	RL.6.10	6	Collaborate with others to create new meaning.
	By the end of the year, flexibly	<b>RL.5.10</b> By the end of the year, flexibly	By the end of the year, flexibly use a	6	Collaborate with others to create new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	<b>RL.5.10</b> 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, visual- izing, inferencing, summarizing, syn-	6 7	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level ap-	<b>RL.5.10</b> 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-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex literary		new meaning. Utilize digital resources to learn and
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level ap- propriate, complex literary texts independently and proficiently.	<b>RL.5.10</b> 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 liter- ary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level ap- propriate, complex literary texts independently and proficiently.	RL.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 liter- ary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex literary texts independently and proficient- ly.	7 8	<ul> <li>new meaning.</li> <li>Utilize digital resources to learn and share with others.</li> <li>Engage in specialized, discipline-specific literacy practices.</li> <li>Apply high level cognitive processes to think deeply and critically about</li> </ul>
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend and analyze grade-level ap- propriate, complex literary texts independently and proficiently.	RL.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 liter- ary texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex literary texts independently and proficient- ly. AROON (CAPS) = CONTENT gies ( <i>i.e., questioning, monitoring,</i>	7 8	<ul> <li>new meaning.</li> <li>Utilize digital resources to learn and share with others.</li> <li>Engage in specialized, discipline-specific literacy practices.</li> <li>Apply high level cognitive processes to think deeply and critically about</li> </ul>

	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>	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.		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 P	RINCIPLE READING INFORMATI	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 transac- tional, interdisciplinary and transfor- mational.		
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.5.: prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
QUOTE ACCURATELY FROM A TE ences from the text.	EXT when <i>explaining what the text</i> .	says explicitly and when drawing infer-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
<ul> <li>2. Students will determine centr</li> </ul>		ATIONAL TEXT development; cite specific textual evi- upport conclusions drawn from the text.	6	Collaborate with others to create new meaning.		
, , , , , , , , , , , , , , , , , , , ,	PROGRESSION		_	Utilize digital resources to learn and		
RI.4.2	RI.5.2	RI.6.2	7	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-		
	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT elevant implicit and explicit evidence to	10	motes lifelong learning.		
support thinking.				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	1	communicates a message.
	Explain the individuals, events, procedures, ideas or concepts in a historical, scien-	eas or teractions between individuals, 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 transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Com	MULTIDIMENSIONALITY RI.5.3 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, 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.
	4. Students will interpret words		ext, including determining technical,	6	Collaborate with others to create new meaning.
		progression PROGRESSION		7	Utilize digital resources to learn and share with others.
	RI.4.4	RI.5.4	RI.6.4		
	Determine the meaning of general academic and domain -specific words or phrases in a	Determine the meaning of gen- eral academic and domain- specific words or phrases in a	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.
	grade-level text, and describe and explain how those words and phrases shape meaning.	grade-level text, and analyze how those words and phrases shape meaning.	technical meanings; analyze the im- pact of a specific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.5.4	4		Develop a literacy identity that pro-
		Purple (bold) = Analysis		10	motes lifelong learning.
Ľ		ords and phrases shape meaning.	CIFIC words or phrases in a GRADE-LEVEL		HOME

#### **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.

### Interdisciplinary **Literacy Practices**

	PROGRESSION			1	Recognize that text is anything that
	RI.4.5	RI.5.5	RI.6.5	_	communicates a message.
	in a text or part of the text, the author uses to organize cepts or information in two or the overal		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.
		MULTIDIMENSIONALITY - RI.5.5		4	Utilize receptive and expressive lan- guage arts to better understand self,
	Green (italic) = Com	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		others and the world.
	<b>Compare/contrast</b> the overall STRUCTURE of events, ideas, concepts or information in TWO OR MORE TEXTS.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PRINCIPLE READING INFORMATI		6	Collaborate with others to create new meaning.
	6. Students will analyze now pol	nt of view, perspective and purpose	e shape the content and style of a text.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.4.6	RI.5.6	RI.6.6		Engage in specialized, discipline-
	Compare/contrast a firsthand and secondhand account of	Analyze multiple accounts of the same event or topic, noting important similarities and	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	8	specific literacy practices.
•	the same event or topic.	differences in the perspective they represent.		9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.5.6			Douglon a literacy identity that are
		orehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	Analyze MULTIPLE ACCOUNTS of the same event or topic, noting important similarities and differences in the PERSPECTIVE they represent.				HOME

	GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary
P	<ol> <li>Students will integrate and e media and formats.</li> </ol>		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.4.7	RI.5.7	RI.6.7	1	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.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.5.7			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.
	<b>Analyze</b> 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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING	PRINCIPLE READING INFORMATI	ONAL TEXT		Collaborate with others to create
	8. Students will delineate and e	valuate the argument, specific claim	as and evidence in a text, assessing the	6	new meaning.
	validity, reasoning, relevance ar	nd sufficiency.			
		PROGRESSION		7	Utilize digital resources to learn and
	RI.4.8	RI.5.8	RI.6.8	_	share with others.
	Explain how an author uses reasons and evidence to sup- port particular claims the au-	Explain how an author uses reasons and evidence to support particular claims in a text, iden-	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			
	Green (italic) = Com		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	which REASONS and EVIDENCE		in text, identifying		HOME

9. Students will analyze how tw	PRINCIPLE READING INFORMATION of or more texts address similar them the 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.
	MULTIDIMENSIONALITY - RI.5.9			View literacy experiences as transac
Green (italic) = Com		MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor mational.
Integrate information from SEV	ERAL TEXTS ON THE SAME THEME O	R TOPIC.		Utilize receptive and expressive lan-
GUIDING	PRINCIPLE READING INFORMATIO	ONAL TEXT	4	guage arts to better understand self others and the world.
<b>10.</b> Students will read, compret	nend and analyze complex information	onal texts independently and proficient-		Apply strategic practices, with
ly.			5	scaffolding and then independently
	PROGRESSION			to approach new literacy tasks.
RI.4.10	RI.5.10	RI.6.10	6	Collaborate with others to create
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	0	new meaning.
hension strategies (i.e., ques-	strategies (i.e., questioning,	(i.e., questioning, monitoring, visual-		Utilize digital resources to learn and
tioning, monitoring, visualiz- ing, inferencing, summarizing,	monitoring, visualizing, inferenc- ing, summarizing, synthesizing,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de-	7	share with others.
synthesizing, using prior	using prior knowledge, determin-	termining importance) to read, com-		
knowledge, determining im- portance) to read, compre-	ing importance) to read, compre- hend and analyze grade-level	prehend and analyze grade-level appropriate, complex informational	8	Engage in specialized, discipline-
hend and analyze grade-level	appropriate, complex informa-	texts independently and proficiently.		specific literacy practices.
appropriate, complex infor-	tional texts independently and			Apply high level cognitive processes
mational texts independently and proficiently.	proficiently.		9	to think deeply and critically about
	MULTIDIMENSIONALITY - RI.5.10	)		text.
Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Develop a literacy identity that pro-
		egies (i.e., questioning, monitoring, vis-	10	motes lifelong learning.
ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently			HOME	

#### **Composition – Grade 5**

#### Text Types and Purposes

<u>C.5.1</u>

<u>C.5.2</u>

<i></i>	1	
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.		co
(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	Ei to
<ul> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which</li> </ul>	3	Vi ti m
<ul> <li>ideas are logically grouped to support the writer's purpose.</li> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> <li>d. Use grade-appropriate transitions.</li> </ul>	4	U gu of
<ul> <li>e. Provide a concluding section.</li> <li>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.</li> </ul>	5	A  sc tc
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	6	Co ne
(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	U sł
<ul> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> <li>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.</li> </ul>	8	Eı sr
<ul> <li>C. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> </ul>	9	Al to te
<ul> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by</li> </ul>	10	D m
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 m tiple events or ideas, using effective technique, descriptive details and clear sequences.	ıl- <b>1</b>	communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>ev</u> ry writing experience must utilize those digital resources.)	<u>e-</u> 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.
<ul> <li>b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organiz an event sequence that reflects linear, nonlinear or circular structure.</li> </ul>	e	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.	5	Apply strategic practices, with scaffolding and then independently,
<ul><li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>f. Provide a conclusion that follows the narrated experiences or events.</li></ul>		to approach new literacy tasks.
<ul> <li>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.</li> </ul>	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	8	Engage in specialized, discipline-
Conduct short research projects that use several sources to build knowledge through investigation of	0	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
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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.

		Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
<b>C.4.1</b> Compose opinions, using writing and digital resources, on topics or texts, supporting	<b>C.5.1</b> Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	<b>C.6.1</b> Compose arguments to support claims with clear reasons and rele- vant evidence.	2	Employ, develop and refine schema to understand and create text.
an author's perspective with reasons and information. (NOTE: Students must have the	writer's perspective with reasons and information. (NOTE: Students must have the		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>a. Produce clear and coherent writing in which the devel-</li> </ul>	a. 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.
opment and organization are appropriate to task, purpose and audience.	ment and organization are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, purpose and audience.	6	Collaborate with others to create new meaning.
<ul> <li>b. Introduce a topic or text clearly, state an opinion, and create an organization-</li> </ul>	<ul> <li>b. Introduce a topic or text clearly, state an opinion and create an organizational</li> </ul>	<ul> <li>b. Introduce claim(s), and organize the reasons and evidence clear- ly.</li> </ul>	7	Utilize digital resources to learn and share with others.
al structure in which relat- ed ideas are grouped to	d to logically grouped to support		8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>c. Provide reasons that are supported by facts and de-tails.</li> </ul>	<ul> <li>c. Provide logically ordered reasons that are supported by facts and details.</li> </ul>	<ul> <li>c. Support claim(s) with clear rea- sons and relevant evidence, us- ing credible sources,</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
		acknowledge opposing claims and demonstrating an under- standing of the topic or text.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

		Interdisciplinary		
C.4.1	C.5.1	C.6.1		Literacy Practices
d. Use grade-appropriate transitions.	d. Use grade-appropriate tran- sitions.	<ul> <li>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>	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.	<ul> <li>f. Provide a concluding statement or section that follows from the</li> </ul>	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.
f. With guidance and sup- port from peers and adults, develop and	f. With guidance and support from peers and adults, devel- op and strengthen writing as	<ul> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach.</li> </ul>	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.		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**

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

**Compose OPINION PIECES**, using writing and digital resources, *on topics or texts*, **supporting the writer'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 ideas are logically grouped to support the writer's purpose.
- c. Provide logically ordered 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*, 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					

#### 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**

, 0	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.4.2	C.5.2	C.6.2		
Compose informative and/or explanatory texts, using	Compose informative and/or ex- planatory texts, using writing and	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-	<ul> <li>Produce clear and coherent writing in which the develop- ment and organization are appropriate to task, purpose</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>	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.
<ul> <li>b. Introduce a topic clearly, and group related infor- mation in paragraphs and</li> </ul>	<ul> <li>b. Introduce a topic clearly, pro- vide a general observation and focus and group related</li> </ul>	<ul> <li>b. Introduce a topic, previewing what is to follow; organize ideas, concepts, and infor-</li> </ul>	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.	illustrations and as definition, classification, when useful to comparison/contrast and	9	Apply high level cognitive processes to think deeply and critically about text.
		media when useful to aiding comprehension.	10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	PROGRESSION				Intordisciplinary
C.4.2	C.5.2		C.6.2		Interdisciplinary
<ul> <li>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> </ul>	<ul> <li>Develop the topic with facts, definitions, concrete details, quotations or other infor- mation and examples related to the topic.</li> </ul>	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.
<ul> <li>Use grade-appropriate tran- sitions to develop text structure across paragraphs.</li> </ul>	<ul> <li>Use grade-appropriate tran- sitions to develop text struc- ture across paragraphs.</li> </ul>	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.
<ul> <li>f. Use precise language and domain-specific vocabulary to inform about or explain</li> </ul>	<ul> <li>f. Use precise language and domain-specific vocabulary to inform about or explain</li> </ul>	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.
<ul> <li>With guidance and support from peers and adults, de-</li> </ul>	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.	velop and strengthen writing as needed by plan ning, revising, editing and editing, rewriting or trying a	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.

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								

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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.

nique, well-chosen details and well	1	Recognize that text is anything that			
	PROGRESSION				
<b>C.4.3</b> Compose narratives, using writing and digital resources, to	<b>C.5.3</b> Compose narratives, using writing and digital resources, to develop	<b>C.6.3</b> Compose narratives to develop real or imagined experiences or	2	Employ, develop and refine schema to understand and create text.	
develop real or imagined experi- ences or multiple events or ideas, using effective technique, descrip- tive details and clear sequences.	real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	nces or multiple events, memories, or using ideas using effective technique, riptive relevant descriptive details and		View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year	es.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	to utilize digital resources, but not <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 coherent writing in which the develop-	a. Produce clear and coherent writing in which the develop-	<ol> <li>Produce clear and coherent writing in which the devel-</li> </ol>	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	
Ι	C.4.3	C.5.3	C.6.3		
	<ul> <li>Use dialogue and de- scription to develop ex- periences and events or show the responses of</li> </ul>	<ul> <li>c. Use narrative techniques, such as dialogue, description and pacing, to develop expe- riences and events or show</li> </ul>	<ul> <li>C. Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or characters.</li> </ul>	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	<ul> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to man- age the sequence of events.</li> </ul>	<ul> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul><li>manage the sequence of events.</li><li>e. Use concrete words and</li></ul>	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 expe- riences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul><li>cisely.</li><li>f. Provide a conclusion that follows the narrat-</li></ul>	<ul> <li>f. Provide a conclusion that follows the narrated experi-</li> </ul>	<ul> <li>f. Provide a conclusion that follows from the narrated experiences or</li> </ul>	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	<ul> <li>g. With guidance and support from peers and adults, devel- op and strengthen writing as</li> </ul>	<ul> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, re-</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	adults, develop and 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.

Interdise	ciplinary
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				

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

	PROGRESSION				Recognize that text is anything that
	C.4.4	C.5.4	C.6.4	1	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	e- 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 transac- tional, interdisciplinary and transfor- mational.
	N Green (italic) = Compr With limited guidance and support	4	Utilize receptive and expressive lan- 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.	
	<b>GUIDING PRINCIPLE FOR COMPOSITION</b> <b>5.</b> Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				Collaborate with others to create new meaning.
•		PROGRESSION		7	Utilize digital resources to learn and share with others.
	jects that build knowledge that use several sources	C.5.5 Conduct short research projects that use several sources to build knowledge through investigation	<b>C.6.5</b> Conduct short research projects to answer a question, drawing on sev- eral sources.	8	Engage in specialized, discipline- specific literacy practices.
		of different aspects of a topic.		9	Apply high level cognitive processes to think deeply and critically about text.
_	Green (italic) = Compre	10	Develop a literacy identity that pro- motes lifelong learning.		
	<b>Conduct short RESEARCH projects that use SEVERAL SOURCES</b> <i>to build knowledge</i> <b>through investigation of different aspects of a topic</b> .				HOME

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**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 plagiaris	1	Recognize that text is anything that		
PROGRESSION					communicates a message.
	C.4.6	C.5.6	C.6.6		Employ, develop and refine schema
/	Summarize relevant infor- mation from experiences, or gather relevant information from various print and digital sources; take notes, catego- rize information and provide a list of sources.	Summarize relevant information from experiences, or gather rele- vant information from multiple print and digital sources; summa- rize or paraphrase applicable infor- mation in notes and finished work, and provide a list of 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 da- ta and conclusions of others, avoiding plagiarism by providing in -text and bibliographic MLA or APA citation.	2	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.
		MULTIDIMENSIONALITY - C.5.6			Apply strategic practices, with
┓	Summarize relevant informatio	nprehension <b>Purple (bold) = Analysis M</b> n from experiences, or gather relevant i R PARAPHRASE applicable information i	information from multiple print and	5	scaffolding and then independently, to approach new literacy tasks.
	vide a list of sources.	6	Collaborate with others to create new meaning.		
_	GU	IDING PRINCIPLE FOR COMPOSITIO	N		
2	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- specific literacy practices.
	C.4.7	C.5.7	C.6.7	8	
	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.
		10	Develop a literacy identity that pro- motes lifelong learning.		
	Green (italic) = Con				
D	Compose routinely over exten and audiences.	HOME			

Language – Grade 5			Interdisciplinary Literacy Practices	
	Conventions of Standard English		Decouries that tout is an thing that	
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.		Recognize that text is anything that communicates a message.	
<u>L.5.1</u>	<ul><li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li><li>b. Use the perfect verb tenses.</li><li>c. Use verb tense to convey various times, sequences, states and conditions.</li></ul>	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> <li>When writing: <ul> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence</li> </ul></li></ul>		View literacy experiences as transac- tional, interdisciplinary and transfor-	
<u>L.5.2</u>			mational. Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul> <li>and to indicate direct address.</li> <li>d. Use underlining, quotation marks or italics to indicate titles of works.</li> <li>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</li> <li>Knowledge of Language</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
<u>L.5.3</u>	<ul><li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li><li>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li><li>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas</li></ul>	6	Collaborate with others to create new meaning.	
	or poems. Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.	
	<ul> <li>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.</li> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> <li>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and</li> </ul>		Engage in specialized, discipline- specific literacy practices.	
<u>L.5.4</u>			Apply high level cognitive processes to think deeply and critically about text.	
<u>L.5.5</u>	<ul> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>		Develop a literacy identity that pro- motes lifelong learning.	
			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.4.1	L.5.1	<ul> <li>L.6.1</li> <li>In both written and oral expression: <ul> <li>Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> </ul> </li> <li>Recognize variations from standard English, and implement strategies to improve expression in conventional language.</li> </ul>	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.		2	Employ, develop and refine schema to understand and create text.	
	<ul><li>a. Use relative pronouns and relative adverbs.</li><li>b. Use the progressive verb</li></ul>	a. Explain the function of con- junctions, prepositions and interjections in a grade-level		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	<ul><li>tenses.</li><li>c. Use modal auxiliaries to convey various conditions, such</li></ul>	text. b. Use the perfect verb tenses. c. Use verb tense to convey		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 sen- tences according to conven- tional patterns.	<ul> <li>various times, sequences, states and conditions.</li> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	<ul><li>e. Use prepositional phrases.</li><li>f. Produce complete sentenc-</li></ul>			6	Collaborate with others to create new meaning.	
	es, recognizing and cor- recting inappropriate frag- ments and run-ons.			7	Utilize digital resources to learn and share with others.	
	<ul> <li>g. Use frequently confused words, such as: to, too, two; there, their, they're.</li> </ul>			8	Engage in specialized, discipline- specific literacy practices.	
		IULTIDIMENSIONALITY - L.5.1			Apply high level cognitive processes	
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing or speaking, demonstrate command of the conventions of Standard English grammar and usage.				to think deeply and critically about text.	
	<ul> <li>a. Explain the function of CONJUNCTIONS, PREPOSITIONS AND INTERJECTIONS in a GRADE-LEVEL TEXT.</li> <li>b. Use the PERFECT VERB TENSES.</li> <li>c. Use VERB TENSE to convey various times, sequences, states and conditions.</li> </ul>				Develop a literacy identity that pro- motes lifelong learning.	
	<ul> <li>d. Produce COMPLETE SENTENCES recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use CORRELATIVE CONJUNCTIONS.</li> </ul>				HOME	

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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.
	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of capitalization rules.</li></ul>	When writing: a. Use punctuation to separate items in a series.	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of punctuation (commas, pa-</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Use commas and quotation marks to indicate direct speech and quotations for a text.</li> </ul>	<ul> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> </ul>	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	c. Use a comma before a coor- dinating conjunction in a compound sentence.	<ul> <li>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 indi-</li> </ul>	<ul> <li>Demonstrate appropriate use of strategies to identify and correct spelling errors.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>d. Consult reference materials as needed to check and cor- rect spellings.</li> </ul>	<ul><li>cate direct address.</li><li>d. Use underlining, quotation marks or italics to indicate</li></ul>		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 identify and correct spelling errors.		6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.5.2 chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
_	<ul> <li>When writing:</li> <li>a. Use PUNCTUATION TO SEPARATE ITEMS IN A SERIES.</li> <li>b. Use a COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE.</li> </ul>			9	Apply high level cognitive processes to think deeply and critically about text.
<b>J</b> •	<ul> <li>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.</li> <li>d. Use UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS.</li> </ul>			10	Develop a literacy identity that pro- motes lifelong learning.
	e. Use strategies and resources (	print and electronic) to identify and a	correct spelling errors.		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				
L.4.3	L.5.3	L.6.3			
Use knowledge of language and	Use knowledge of language and	Use knowledge of language and its	2	Employ, develop and refine schema	
its conventions when writing,	its conventions when writing,	conventions when writing, speak-	2	to understand and create text.	
speaking, reading or listening. a. Choose words and phrases	speaking, reading or listening. a. Expand, combine and re-	- a. 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	reader/listener interest and est and style	est and style.	4	guage arts to better understand self, others and the world.	
c. Differentiate between for- mal and informal discourse			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
patterns based on context.			6	Collaborate with others to create new meaning.	
	/ULTIDIMENSIONALITY - L.5.3		7	Utilize digital resources to learn and share with others.	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>b. Compare and contrast the VARIETIES OF ENGLISH (e.g., dialects, registers, slang) used in stories, dra-</li> </ul>				Apply high level cognitive processes to think deeply and critically about text.	
mas or poems.			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.

	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
	,	PROGRESSION			communicates a message.
	<b>L.4.4</b> Determine or clarify the mean-	<b>L.5.4</b> Determine or clarify the mean-	<b>L.6.4</b> 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.
Į	<ul> <li>Use context (e.g., defini- tions, examples or restate- ments in text) as a clue to the meaning of a word or</li> </ul>	<ul> <li>a. Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a</li> </ul>	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.
	<ul> <li>b. Use common affixes and roots as clues to the mean- ing of a word.</li> </ul>	<ul> <li>b. Use common affixes and roots as clues to the mean- ing of a word.</li> </ul>	<ul> <li>Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>	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.

2

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

		PROGRESSION			Interdisciplinary
	L.4.4	L.5.4	L.6.4		
~	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases,</li> </ul>	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including</li> </ul>	<ul> <li>Acquire and use accurately grade-appropriate general aca- demic and domain-specific words and phrases; gather vo-</li> </ul>	1	<b>Literacy Practices</b> 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.
	MULTIDIMENSIONALITY - L.5.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				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 5 read- ing and content, choosing flexibly from an array of strategies.			6	Collaborate with others to create new meaning.
ſ	<ul> <li>a. Use context (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common AFFIXES AND ROOTS as clues to the meaning of a word.</li> </ul>			7	Utilize digital resources to learn and share with others.
	<ul> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> <li>d. Acquire and use accurately GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC words and</li> </ul>			8	Engage in specialized, discipline- specific literacy practices.
	phrases, including THOSE THAT SIGNAL CONTRAST, ADDITIO			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.
	······································		Apply strategic practices, with
<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	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.
L			Engage in specialized, discipline-
<u>RL.6.8</u>	(Not applicable to literature)	8	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		
RL.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-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>NE.0.10</u>	portance) to read, comprehend, and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		HOME

GUIDIN	GUIDING PRINCIPLE ROR READING LITERATURE				
	o determine what the text says o Atual evidence to support conclu	explicitly and to make logical infer- sions drawn from the text.		Interdisciplinary 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 non-the text.				View literacy experiences as transac	
	3	tional, interdisciplinary and transfor-			
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				mational. Utilize receptive and expressive lan-	
CITE TEXTUAL EVIDENCE to support from the text.	CITE TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				
	GUIDING PRINCIPLE ROR READING LITERATURE 2. Students will determine central ideas or themes of a text and analyze their development; cite specific			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	mary, paraphrase and direct quotat	tions, to support conclusions drawn	6	Collaborate with others to create new meaning.	
RL.5.2	PROGRESSION RL.6.2	RL.7.2	_	Utilize digital resources to learn and	
Analyze how the theme is re-			7	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-	cludingflected 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	2		Dovelop a literage identity that we	
	ected in the text by <i>citing</i> particular		10	Develop a literacy identity that pro- motes lifelong learning.	
Analyze how the THEME is reflected in the text by <i>citing</i> particular <i>details</i> and/or providing an objective 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		1	Recognize that text is anything that	
	RL.5.3	RL.6.3	RL.7.3	-	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 transa tional, interdisciplinary and transfo mational.	
		MULTIDIMENSIONALITY - RL.6.3	3		Utilize receptive and expressive lan	
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se	
	Describe how a particular STOR	Y'S OR DRAMA'S PLOT unfolds in a s	eries of episodes and determine how		others and the world.	
	the characters respond or chan	the characters respond or change as the plot moves toward a RESOLUTION.				
				5	scaffolding and then independently to approach new literacy tasks.	
	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE			
9	<b>4.</b> 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 an	
	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.	
	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 processe to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.6.6			Dovelop a literacy identity that are	
		orehension Purple (bold) = Analysis		10	Develop a literacy identity that pro motes lifelong learning.	
			text, including figurative and connota-			
	L tive meanings, analyze the imn	act of a specific WORD CHOICE on	meaning and TONE.			

	GUIDIN		Interdisciplinary		
P	<b>5.</b> Students will analyze the strutions of the text relate to each c		ic sentences, paragraphs, and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	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	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.		
	GUIDIN	6	Collaborate with others to create new meaning.		
	6. Students win analyze now pol	PROGRESSION	se shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	<b>RL.5.6</b> Describe how a narrator's or speaker's perspective influ-	<b>RL.6.6</b> Explain how an author develops the perspective of the narrator	<b>RL.7.6</b> 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) = Comp	MULTIDIMENSIONALITY - RL.6.0 prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	<b>Explain how an author develops</b> the <b>PERSPECTIVE</b> of the narrator or speake		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				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 schema to understand and create text.	
	print texts.		niques unique to each medium.	3	View literacy experiences as transac- tional, interdisciplinary and trans- formational.	
		MULTIDIMENSIONALITY - RL.6.	7	4	Utilize receptive and expressive lan- guage arts to better understand self,	
	Green (italic) = Com		others and the world.			
]]	Compare/contrast reading a PR	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
	GUIDING PRINCIPLE ROR READING LITERATURE				Collaborate with others to create new meaning.	
	<b>8.</b> Students will delineate and evalidity, reasoning, relevance ar		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and	
		PROGRESSION			share with others.	
	<b>RL.5.8</b> (Not applicable to literature)	<b>RL.6.8</b> (Not applicable to literature)	<b>RL.7.8</b> (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.6.8				Develop a literacy identity that are	
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	

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

		1	Recognize th		
	RL.5.9	RL.6.9	RL.7.9	-	communicat
	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, dev to understa
			authors use history.		View literacy
		MULTIDIIMENSIONALITY - RL.6.		3	tional, intero mational.
]		orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize recep guage arts to others and t
	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Apply strate
9	<b>10.</b> Students will read, compreh	5	scaffolding a to approach		
			Collaborate		
	RL.5.10	RL.6.10	RL.7.10	6	new meanin
	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 digita share with o
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade	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 sp specific liter
	<ul> <li>-level appropriate, complex literary texts independently and proficiently.</li> </ul>	appropriate, complex literary texts independently and profi- ciently.	proficiently.	9	Apply high le to think dee
		MULTIDIMENSIONALITY - RL.6.1	0		text.
7	By the end of the year, <b>flexibly u</b> ualizing, inferencing, summarizi	ng, synthesizing, using prior knowle	<b>tegies</b> (i.e., questioning, monitoring, vis- dge, determining importance) <b>to read,</b>	10	Develop a lit motes lifelo
	comprehend and analyze GRADI ciently.	E-LEVEL APPROPRIATE, COMPLEX LI	TERARY TEXTS independently and profi-		НО

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 - 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.
	the 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.		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-		Develop a literacy identity that pro- motes lifelong learning.
	dependently and proficiently.		HOME

<b>1.</b> Students will read closely to c	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT <b>1.</b> 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.5.1 Quote accurately from a text when explaining what the text says explicitly and when draw-	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
ing inferences from the text.	drawn from the text.	drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
Green (italic) = Comp		1 MAROON (CAPS) = CONTENT <i>explicitly</i> as well as <b>inferences drawn</b>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
from the text.	INCIPLE FOR READING INFORMA		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2. Students will determine cent	ral ideas of a text and analyze their	development; cite specific textual evi- pport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
RI.5.2	PROGRESSION RI.6.2	RI.7.2	7	Utilize digital resources to learn and 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 processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.6.2 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
objective summary.	<b>Analyze how the CENTRAL IDEAS are reflected</b> in the text by <i>citing particular details and/or providing an objective summary.</i>			

### **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.

Interdis	ciplinary
Literacy	Practices

	PROGRESSION			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 schem to understand and create text.
technical text based on specific information over the course of a text.			3	View literacy experiences as transa tional, interdisciplinary and transfe mational.
	MULTIDIMENSIONALITY - RI.6.3			Utilize receptive and expressive la
	rehension Purple (bold) = Analysis		4	guage arts to better understand se others and the world.
Analyze in detail how an author	develops a KEY INDIVIDUAL, EVEN	T, OR IDEA over the course of a text.	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
GUIDING PRI	NCIPLE FOR READING INFORM	ATIONAL TEXT		Collaborate with others to create
4. Students will interpret words a	and phrases as they are used in a to		6	
	, and analyze how specific word ch	ext, including determining technical, con- loices shape meaning or tone.	6	new meaning.
	, and analyze how specific word ch		7	
RI.5.4 Determine the meaning of general academic and domain- specific words or phrases in a	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura-	RI.7.4 RI.7.4 Determine the meaning of words and phrases as they are used in a text, in- cluding figurative, connotative and		Utilize digital resources to learn ar
notative and figurative meanings <b>RI.5.4</b> Determine the meaning of general academic and domain-	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are	RI.7.4 Determine the meaning of words and phrases as they are used in a text, in-	7	Utilize digital resources to learn ar share with others. Engage in specialized, discipline-
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.	, and analyze how specific word ch PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical meanings; analyze the impact of a specific word choice on	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	7 8 9	Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive processo to think deeply and critically about text.
RI.5.4 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. Green (italic) = Compu	And analyze how specific word check PROGRESSION RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone. MULTIDIMENSIONALITY RI.6.4 rehension Purple (bold) = Analysis	<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	7 8	Utilize digital resources to learn an share with others. Engage in specialized, discipline- specific literacy practices. Apply high level cognitive process to think deeply and critically about



**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 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.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.6.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
đ	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	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT	6	Collaborate with others to create new meaning.
	6. Students will analyze how po	int of view, perspective and purpose PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RI.5.6	RI.6.6	RI.7.6		
	Analyze multiple accounts of the same event or topic,	Determine an author's perspec- tive and purpose in a text, and	Determine an author's perspective and purpose in a text, and analyze	8	Engage in specialized, discipline- specific literacy practices.
	noting important similarities and differences in the per- spective they represent.	explain how it is conveyed in a text.	how the author distinguishes his or her position from that of others.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.6.0 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Determine an author's PERSPEC	TIVE and PURPOSE in a text and ex	plain how it is conveyed in a text.		HOME

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
2	<b>7.</b> 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.5.7	RI.6.7	RI.7.7		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.
		MULTIDIMENSIONALITY - RI.6. prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Ľ	Integrate information presented of a topic or issue.	d in PRINT AND NON-PRINT FORMA	TS to develop a coherent understanding	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	8. Students will delineate and evaluate and e		ATIONAL TEXT ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
-	validity, reasoning, relevance ar				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.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.6. prehension Purple (bold) = Analysis		10	Develop a literacy identity that pro- motes lifelong learning.
	J Identify and evaluate the ARGUMENT and specific CLAIMS in a text, distinguishing CLAIMS that are supported by REASONS and EVIDENCE from unsupported CLAIMS.				HOME

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				iteracy Practices	
	knowledge or to compare the app					
	PROGRESSION			1	Recognize that text is anything that	
	RI.5.9	RI.6.9	RI.7.9	1	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.	
			different interpretations of facts.	2	View literacy experiences as transac-	
	Γ	MULTIDIMENSIONALITY - RI.6.9		3	tional, interdisciplinary and transfor- mational.	
	Green (italic) = Compr	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	NCIPLE FOR READING INFORMATI	IONAL TEXT		Apply strategic practices, with	
	<b>10.</b> Students will read, compreher	nd and analyze complex information	al texts independently and proficient-	<b>5</b> scaffolding and then independently,		
	lý.				to approach new literacy tasks.	
_		PROGRESSION			Collaborate with others to create	
	RI.5.10	RI.6.10	RI.7.10	6	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 strate-			
	strategies (i.e., questioning, monitoring, visualizing, infer-	strategies (i.e., questioning, monitoring, visualizing, inferenc-	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.	
		strategies (i.e., questioning,	gies (i.e., questioning, monitoring,	7 8	-	
	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.	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.	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,		share with others. Engage in specialized, discipline-	
	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.	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.	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	
	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. <i>Green (italic) = Compre-</i> By the end of the year, <b>flexibly us</b>	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. IULTIDIMENSIONALITY - RI.6.10 ehension Purple (bold) = Analysis M.	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 Types and Purposes

	Compose arguments to support claims with clear reasons and relevant evidence.	1
<u>C.6.1</u>	<ul> <li>Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.</li> </ul>	2
	b. Introduce claim(s) and organize the reasons and evidence clearly.	
	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	<ul> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> </ul>	8
<u></u>	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.	
	<ul> <li>g. Provide a concluding statement or section that follows from the information or explanation presented.</li> <li>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-</li> </ul>	10
	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**

<u>C.6.3</u>

<u>C.6.4</u>

<u>C.6.5</u>

<u>C.6.6</u>

<u>C.6.7</u>

Interdis	ciplinary
Literacy	Practices

Text Types and Purposes		Recognize that text is anything that
Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, us-	1	communicates a message.
ing effective technique, relevant descriptive details and well-structured event sequences.		Employ, develop and refine schema
a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	2	to understand and create text.
b. 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-
c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		mational. Utilize receptive and expressive lan-
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	guage arts to better understand self, others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experi- ences and events.	5	Apply strategic practices, with scaffolding and then independently,
f. Provide a conclusion that follows from the narrated experiences or events.		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		Utilize digital resources to learn and
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	share with others.
Research to Build and Present Knowledge	•	Engage in specialized, discipline-
Conduct short research projects to answer a question, drawing on several sources.	8	specific literacy practices.
conduct short research projects to answer a question, drawing on several sources.		Apply high level cognitive processes
Gather relevant information from multiple print and digital sources; assess the credibility of each	9	to think deeply and critically about
source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-		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.
Compose routinely over extended time frames and shorter time frames for a variety of tasks, 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.

Interdis	ciplinary
Literacy	Practices

valid reasoning and relevant and s	suncient evidence.			Recognize that text is anything that
	PROGRESSION		1	communicates a message.
C.5.1	C.6.1	C.7.1		
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and rele- vant evidence.	2	Employ, develop and refine schema to understand and create text.
writer's perspective with rea- sons and information. (NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experi- ence must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re- sources.)	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.
resources.) a. Produce clear and coherent writing in which the devel-	a. 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.
opment and organization 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.	6	Collaborate with others to create new meaning.
<ul> <li>Introduce a topic or text clearly, state an opinion and create an organization-</li> </ul>	<ul> <li>Introduce claim(s), and or- ganize the reasons and evi- dence clearly.</li> </ul>	<ul> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and</li> </ul>	7	Utilize digital resources to learn and share with others.
al structure in which ideas are logically grouped to support the writer's pur- pose.		organize the reasons and evi- dence logically.	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>Provide logically ordered reasons that are supported by facts and details.</li> </ul>	<ul> <li>Support claim(s) with clear reasons and relevant evi- dence, using credible sources, acknowledging op-</li> </ul>	<ul> <li>Support claim(s) with logical reasoning and relevant evi- dence, using accurate, credible sources and demonstrating an</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	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

		PROGRESSION				Interdisciplinary
<b>C.5</b> .2	L	C.6.1		C.7.1		Literacy Practices
d. Use grade-ap transitions.	propriate d.	Use words, phrases and clauses to clarify the relation- ships among claim(s) and reasons.	d.	Use transitions to create cohe- sion and clarify the relationships among claims.	1	Recognize that text is anything that communicates a message.
	e.	Establish and maintain a for-	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
		mal style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
e. Provide a cor section.	ncluding f.	Provide a concluding state- ment or section that follows from 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.
f. With guidanc		-	g.	With some guidance, develop	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
port from pe adults, devel strengthen w	op and riting as	op and strengthen writing as needed by planning, revising, editing, 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 pl vising, editin or trying a ne	g, rewriting	new 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

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.*
- **b.** Introduce claim(s) and organize the reasons and evidence clearly.
- 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.
- 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*, 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.

motes lifelong learning.

9

10

text.

Apply high level cognitive processes

to think deeply and critically about

Develop a literacy identity that pro-

#### **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		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.
<ul> <li>a. Produce clear and coher- ent writing in which the development and organ-</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the develop- ment, organization, and style</li> </ul>	<ul> <li>a. Produce clear and coherent writing in which the development, organization, and style are appro-</li> </ul>	6	Collaborate with others to create new meaning.
ization are appropriate to task, purpose, and audience.	are appropriate to task, pur- pose, and audience.	priate to task, purpose, and audi- ence.	7	Utilize digital resources to learn and share with others.
<ul> <li>b. Introduce a topic clearly, provide a general obser-</li> </ul>	<ul> <li>b. Introduce a topic; previewing what is to follow; organize</li> </ul>	<ul> <li>b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition,</li> </ul>	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, concret details, quotations, or oth information and example	er crete details, quotations, or other information and exam-	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 co	ples. - d. Use appropriate transitions to d.	ples. Use appropriate transitions to	2 Employ, develop and refine schema to understand and create text.
junctions to develop text structure within sentence	clarify the relationships	create cohesion and clarify the relationships among ideas and concepts.	<ul> <li>View literacy experiences as transactional, interdisciplinary and transformational.</li> </ul>
e. Use grade-appropriate tra sitions to develop text structure across para-	main-specific vocabulary to inform about or explain the	Use precise language and do- main-specific vocabulary to inform about or explain the topic.	<ul><li>Utilize receptive and expressive lan-</li><li>guage arts to better understand self,</li><li>others and the world.</li></ul>
graphs. f. Use precise language and domain-specific vocabula	f. Establish and maintain a for- mal style.	' Establish and maintain a for- mal style.	<b>5</b> Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
to inform about or explain the topic.			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-	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	<b>7</b> Utilize digital resources to learn and share with others.
h. With guidance and suppo	nation presented. t 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	<b>9</b> 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.	<b>10</b> 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**

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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.

### Interdisciplinary **Literacy Practices**

•	technique, well-chosen details an	d well-structured event sequences.			Recognize that text is anything that
		PROGRESSION		1	communicates a message.
	<b>C.5.3</b> Compose narratives, using writing and digital resources, to	<b>C.6.3</b> Compose narratives to develop real or imagined experiences or	<b>C.7.3</b> Compose narratives to develop real or imagined experiences or	2	Employ, develop and refine schema 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

C.5.3C.6.3C.7.3C. Use narrative techniques, such as dialogue, descrip- tion and pacing, to develop experiences and events or show the responses of characters to situations.C. Use narrative techniques, such as dialogue, pacing and description, to develop, expe- riences, events and/or charac- ters.C. Use narrative techniques, such as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.C. Use narrative techniques, such as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.C. Use narrative techniques, as dialogue, pacing, and de- scription, to develop experi- ences, events and/or charac- ters.Interdisciplinary Literacy Practicesd. Use a variety of conjunc- tions and transitional words, phrases and clauses to manage the sequenced. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an- other.d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an- other.d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.3View literacy experiences as tional, interdisciplinary and t mational.	S ng that schema xt. transac- transfor- sive lan-
<ul> <li>such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> </ul>	ng that schema xt. transac- transfor- sive lan-
<ul> <li>characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-</li> </ul>	xt. transac- transfor- sive lan-
d. Use a variety of conjunc- tions and transitional words, phrases and clauses to manage the sequencewords to convey sequence and signal shifts from one time frame or setting to an-words to convey sequence and signal shifts from one time frame or setting to another.3tional, interdisciplinary and to mational.Utilize receptive and express	transfor- sive lan-
to manage the sequence time frame or setting to an- frame or setting to another. Utilize receptive and express	
of events. Other. <b>4</b> guage arts to better understate others and the world.	- ,
e. Use concrete words and phrases and sensory de- tails to convey experiences details and sensory language to capture the action details and sensory language t	ndently,
and events precisely. events. to convey experiences and events. to convey experiences and events. events. <b>6</b> Collaborate with others to cr new meaning.	reate
f. Provide a conclusion that fol- follows the narrated expe- riences or events.	arn and
riences or events. riences or events. narrated experiences or events. <b>8</b> Engage in specialized, discipling specific literacy practices.	ine-
g. With guidance and support from peers and adults, de- velop and strengtheng. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting 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-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-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-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-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-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and strengtheng. With guidance, develop and strengthen trying a new ap-g. With guidance, develop and stre	
ning, revising, editing, re- writing or trying a new ap- proach. Develop a literacy identity the motes lifelong learning.	iat pro-
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#### **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	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.
	Use DIGITAL RESOURCES to crea		MAROON (CAPS) = CONTENT interact and collaborate with others;	4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
F	cite sources using MLA or APA fo	DING PRINCIPLE FOR COMPOSITIC		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	5. Students will conduct short a	s well as more sustained research pro		6	Collaborate with others to create new meaning.
	C.5.5	PROGRESSION C.6.5	C.7.5	7	Utilize digital resources to learn and share with others.
	Conduct short research pro- jects that use several sources to build knowledge through	Conduct short research projects to answer a question, drawing on	Conduct short research projects to answer a question, drawing on sev-	8	Engage in specialized, discipline-
		several sources.	eral sources and generating addi-	Ū	specific literacy practices.
	investigation of different aspects of a topic.	several sources.	eral sources and generating addi- tional related, focused questions for further research and investigation.	9	
	investigation of different as- pects of a topic. Green (italic) = Comp	MULTIDIMENSIONALITY - C.6.5	tional related, focused questions for further research and investigation.		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			1	Recognize that text is anything that
	C.5.6	C.6.6	C.7.6		communicates a message.
_	Summarize relevant infor- mation from experiences or gather relevant information from multiple print and digital sources; summarize or para- phrase applicable information in notes and finished work,	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 da- ta and conclusions of others, avoid- ing plagiarism by providing in-text	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 en- gage in reflection or analysis, quote or paraphrase data and con-	2	Employ, develop and refine schema to understand and create text.
				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
ſ	Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> 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.			6	Collaborate with others to create new meaning.
		GUIDING PRINCIPLE			
2	<b>7.</b> Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.			7	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.
	<b>Compose routinely over extended time frames and shorter time frames</b> 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>	<ul> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</li> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>c. Recognize variations from standard English and implement strategies to improve expression in conventional language.</li> </ul>		Employ, develop and refine schema to understand and create text.	
			View literacy experiences as transac- tional, interdisciplinary and transfor-	
	When writing:		mational.	
<u>L.6.2</u>	. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestric- tive/parenthetical elements.		Utilize receptive and expressive lan- guage arts to better understand self,	
	b. Demonstrate appropriate use of strategies to identify and correct spelling errors.		others and the world.	
	Knowledge of Language	5	Apply strategic practices, with	
<u>L.6.3</u>	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.         Vocabulary Acquisition and Use		scaffolding and then independently, to approach new literacy tasks.	
			Collaborate with others to create new meaning.	
	<ul> <li>etermine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from an array of strategies.</li> <li>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.</li> <li>Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>		Utilize digital resources to learn and share with others.	
<u>L.6.4</u>			Engage in specialized, discipline- specific literacy practices.	
	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.		specific interacy practices.	
	<ul> <li>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.</li> </ul>	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.	
	<ul> <li>Use the relationship between particular words to better understand each of the words.</li> <li>Distinguish among the connotations of words with similar denotations.</li> </ul>		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	1	communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	<ul> <li>In both written and oral expression:</li> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</li> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> </ul>	<ul> <li>In both written and oral expression:</li> <li>a. Create sentences using correctly placed clauses and phrases.</li> <li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. Explain the function of con- junctions, prepositions, and interjections in a grade-level</li> </ul>			3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul><li>b. Use the perfect verb tenses.</li></ul>			4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>c. Use verb tense to convey var- ious times, sequences, states, and conditions.</li> </ul>			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul> <li>d. Produce complete sentences recognizing and correcting</li> <li>c. Recognize variations from standard English and implement strategies to improve</li> </ul>		6	Collaborate with others to create new meaning.	
	inappropriate shifts in verb tense.	shifts in verb expression in conventional lan- guage.		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.
J	<ul> <li>Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT</li> <li>In both written and oral expression: <ul> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</li> <li>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</li> <li>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in conventional language.</li> </ul> </li> </ul>			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.

2

	PROGRESSION				Recognize that text is anything that
	L.5.2	L.6.2	L.7.2	1	communicates a message.
	<ul><li>When writing:</li><li>a. Use punctuation to separate items in a series.</li></ul>	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of punctuation (commas, pa-</li></ul>	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</li> <li>b. Demonstrate appropriate use of strategies and re- sources (print and electron- ic) to identify and correct spelling errors.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Use a comma to separate an introductory element from the rost of the contence</li> </ul>	rentheses, dashes) to set off nonrestrictive/parenthetical elements.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul><li>the rest of the sentence.</li><li>c. Use a comma to set off the words yes and no, to set off</li></ul>	<ul> <li>Demonstrate appropriate use of strategies to identify and correct spelling errors.</li> </ul>		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.
	<ul> <li>Use underlining, quotation marks or italics to indicate titles of works.</li> </ul>			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.
	M Green (italic) = Compres 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			1	Recognize that text is anything that
	L.5.3	L.6.3	L.7.3	_	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. Expand, combine, and re-	a. Vary sentence patterns for	a. Choose language that express-	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
•	duce sentences for meaning, meaning, reader/listener reader/listener interest and interest and style. style.	<b>-</b>	es ideas precisely and concise- ly, recognizing and eliminating wordiness and redundancy.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>b. Compare and contrast the varieties of English (e.g., dia-</li> </ul>	<ul> <li>Maintain consistency in style and tone.</li> </ul>		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.
		IULTIDIMENSIONALITY - L.6.3 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	Use knowledge of language and its	s conventions when writing, speaking	, reading or listening.	8	Engage in specialized, discipline- specific literacy practices.
<ul><li>a. Vary sentence patterns for meaning, reader/listener interest and style.</li><li>b. Maintain consistency in style and tone.</li></ul>			yle.	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.

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order to be transition ready.			1	Recognize that text is anything that
		communicates a message.		
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.
meaning 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.	bly from an array of strategies.		Utilize receptive and expressive lan-
			4	guage arts to better understand self, others and the world.
<ul> <li>a. Use context (e.g., cause/ effect relationships and com- parisons in text) as a clue to the meaning of a word or</li> </ul>	<ul> <li>Use context (e.g., the overall meaning of a sentence or par- agraph; a word's position or function in a sentence) as a</li> </ul>	<ul> <li>a. Use context (e.g., the overall meaning of a sentence or para- graph; a word's position or func- tion in a sentence) as a clue to</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
phrase.	clue to the meaning of a word or phrase.	the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
<ul> <li>b. Use common affixes and roots as clues to the meaning</li> </ul>	<ul> <li>b. Use Greek and Latin affixes and roots as clues to the</li> </ul>	<ul> <li>Use Greek and Latin affixes and roots as clues to the meaning of</li> </ul>	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.
<ul> <li>Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning</li> </ul>	c. Consult print and digital refer- ence materials to find the pronunciation and determine or clarify the precise meaning	<ul> <li>Consult print and digital refer- ence materials to find the pro- nunciation and determine or clariy the precise meaning of key</li> </ul>	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

		PROGRESSION			Interdisciplinary
	L.5.4	L.6.4	L.7.4		
	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases,</li> </ul>	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</li> </ul>	d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;	1	<b>Literacy Practices</b> Recognize that text is anything that communicates a message.
	including those that signal contrast, addition and other logical relationships.	contrast, addition and other considering a word or phrase when considering a word or	2	Employ, develop and refine schema to understand and create text.	
		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.
	1	MULTIDIMENSIONALITY - L.6.4         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 6 reading and content, choosing flexibly from an array of strategies.			6	Collaborate with others to create new meaning.
	<ul> <li>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.</li> </ul>				Utilize digital resources to learn and share with others.
	<ul> <li>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>			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.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

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

P

		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.	urative language, word rela- nships and nuances in word tionships and nuances in word	2	Employ, develop and refine schema to understand and create text.
<ul><li>choosing flexibly from an array of strategies.</li><li>a. Interpret figurative language,</li></ul>	<ul> <li>a. Interpret figurative language, including but not limited to</li> </ul>	<ul> <li>a. Interpret figurative lan- guage, including but not lim-</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
including similes and meta- phors, in context.	personification, in context. b. Use the relationship between particular words to better	ited to allusions, in context. b. Use the relationship be- tween particular words to	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>Recognize and explain the meaning of common idioms, adages and proverbs.</li> </ul>	understand each of the words.	<ul><li>improve understanding.</li><li>c. Distinguish among the connotations of words with sim-</li></ul>	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.	notations of words with simi- lar denotations.	ilar denotations.	6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
M	JLTIDIMENSIONALITY - L.6.5		8	Engage in specialized, discipline- specific literacy practices.
Green (italic) = Compres	ension Purple (bold) = Analysis MAR		9	Apply high level cognitive processes to think deeply and critically about text.
<ul> <li>a. Interpret FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS.</li> </ul>		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		
<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-		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	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
		-	explicitly and to make logical infer-		Literacy Practices
	ences from it; cite specific te	xtual evidence to support conclu	sions drawn from the text.		
_		PROGRESSION		1	Recognize that text is anything that
	RL.6.1	RL.7.1	RL.8.1	_	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.			View literacy experiences as transac-
	MULTIDIMENSIONALITY - RL.7.1				tional, interdisciplinary and transfor-
	Green (italic) = Com				mational.
J	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 inferences drawn from the text.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
r			alyze their development; cite specific tions to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSIONS			Litilize digital recourses to learn and
	RL.6.2	RL.7.2	RL.8.2	7	Utilize digital resources to learn and share with others.
	reflected in the text by citing particular details and/or providing an objec-	articular details ment through citing textual through relationships of charac-		8	Engage in specialized, discipline- specific literacy practices.
	tive summary.	summarizing.	evidence, paraphrasing or summa- rizing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	2		i
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text and analyze their development through citing textual evidence, paraphras- ing or summarizing.		10	Develop a literacy identity that pro- motes lifelong learning.	
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**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.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-	drama's plot unfolds in ments of a story or drama influ-logue or incidents in a story or drama		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.		character, or provoke a decision.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RL.7.	3		Utilize receptive and expressive lan-
-		MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.	
	Analyze now particular ELENIEN	ITS OF A STORY OR DRAMA influen	ce one another.		Apply strategic practices, with
			5	scaffolding and then independently,	
	GUIDIN		to approach new literacy tasks.		
2	<b>4.</b> Students will interpret words connotative and figurative mean	6	Collaborate with others to create new meaning.		
		PROGRESSION			Utilize digital resources to learn and
	RL.6.4	RL.7.4	RL.8.4	7	share with others.
	used in a text, including fig- used in a text, including fig-	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 spe-	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				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including figurative and connota-				motes lifelong learning.
Ľľ	tive meanings; analyze the impact of RHYMES AND OTHER REPETITIONS OF SOUNDS on a passage.				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.

		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) = Comp	MULTIDIMENSIONALITY - RL.7.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze how the form or STRU	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	<b>READING GU</b> <b>6.</b> Students will analyze how po	6	Collaborate with others to create new meaning.		
	<b>6.</b> Students will analyze now po	PROGRESSION		7	Utilize digital resources to learn and share with others.
	RL.6.6	RL.7.6	RL.8.6		
	Explain how an author devel- ops the perspective of the	Analyze how an author devel- ops and contrasts the perspec-	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.			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how an author develops and contrasts the PERSPECTIVE of different characters or narrators in a text.				Develop a literacy identity that pro- motes lifelong learning.
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**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.	Compare/contrast reading a print text and viewing its visual/ oral presentation, analyzing the	Analyze the extent to which a filmed/ live production of a story or drama stays faithful to or departs from the	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 trans tional, interdisciplinary and transf mational.
	MULTIDIMENSIONALITY - RL.7.7		4	Utilize receptive and expressive la guage arts to better understand so others and the world.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of TECHNIQUES UNIQUE TO EACH MEDIUM.				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 an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn a share with others.
	PROGRESSION			
RL.6.8	RL.7.8	RL.8.8	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 process to think deeply and critically about text.
MULTIDIMENSIONALITY - RL.7.8				Develop a literacy identity that pr
Green (italic) = Comp	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			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.

ficiently.

		PROGRESSION		1		
	RL.6.9	RL.7.9	RL.8.9	T		
	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		
		tory.	new.			
MULTIDIMENSIONALITY - RL.7.9						
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast a FICTIONAL PORTRAYAL and A HISTORICAL ACCOUNT OF THE SAME PERIOD as a means to understand how authors use history.						
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	_		
<b>10.</b> Students will read, comprehend and analyze complex literary texts independently and proficiently.						
PROGRESSION						
RL.6.10 RL.7.10 RL.8.10						
	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, mon-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7		

### Interdisciplinary **Literacy Practices**

5 1	PROGRESSION			
	1	Recognize that text is anything that		
RL.6.9	RL.7.9	RL.8.9	-	communicates a message.
Compare/contrast how various forms or genres of texts approach 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-	2	Employ, develop and refine schema to understand and create text.
	tory.	scribing how the material is rendered new.		View literacy experiences as transac-
	3	tional, interdisciplinary and transfor-		
Green (italic) = Com	MULTIDIMENSIONALITY - RL.7. prehension Purple (bold) = Analysis			mational.
	PORTRAYAL and A HISTORICAL ACC		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
GUIDIN	IG PRINCIPLE FOR READING LITE	PATIIRE		Apply strategic practices, with
		exts independently and proficiently.	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	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,	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- 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 specialized, discipline- specific literacy practices.
grade-level appropriate, com- plex literary texts independent- ly and proficiently.	appropriate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
MULTIDIMENSIONALITY - RL.7.10				text.
By the end of the year, flexibly		MAROON (CAPS) = CONTENT tegies (i.e., questioning, monitoring, vis- dge, determining importance) to read,	10	Develop a literacy identity that pro- motes lifelong learning.
	DE-LEVEL APPROPRIATE, COMPLEX L		HOME	

	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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contrib-	5	Apply strategic practices, with scaffolding and then independently,
<u>III.7.5</u>	ute to the whole and to the development of the ideas.		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		Litilize digital recourses 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	Utilize digital resources to learn and 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

			Interdisciplinary		
P	<ol> <li>Students will read closely to c it; cite specific textual evidence</li> </ol>		Literacy Practices		
	RI.6.1	1	Recognize that text is anything that communicates a message.		
	Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer-	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as	<b>RI.8.1</b> Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn	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.
	Green (italic) = Comp CITE SEVERAL PIECES OF TEXTU	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	inferences drawn from the text	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
12	<ul> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>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.</li> </ul>				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.
- <b>-</b>	MULTIDIMENSIONALITY –RI.7.2         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         Determine CENTRAL IDEAS of a text and analyze their development through citing textual evidence, para-				Develop a literacy identity that pro- motes lifelong learning.
└──╜	phrasing or summarizing.				HOME

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#### **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 schema to understand and create text.
	of a text.		between ideas over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY -RI.7.3	3		Utilize receptive and expressive lan-
-		orehension Purple (bold) = Analysis WEEN INDIVIDUALS, EVENTS AND II		4	guage arts to better understand self, others and the world.
		INCIPLE FOR READING INFORM		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2	4. Students will interpret word		a text, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION				Utilize digital resources to learn and
	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 processes to think deeply and critically about text.
		MULTIDIMENSIONALITY -RI.7.4	1		Develop a literacy identity that pro-
-		brehension <b>Purple (bold) = Analysis</b>	MAROON (CAPS) = CONTENT text, including figurative, connotative	10	motes lifelong learning.
		e the impact of WORD CHOICES on			HOME

	GUIDING PRI S. Students will analyze the structions of the text relate to each o		Interdisciplinary Literacy Practices		
	RI.6.5	1	Recognize that text is anything that communicates a message.		
te se	analyze how a particular sen- ence, paragraph, chapter or ection fits into the overall	<b>RI.7.5</b> Analyze the structure an author uses to organize a text, includ- ing how the different sections	<b>RI.8.5</b> 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.
tr	tructure of a text and con- ributes to the development of the ideas.	ites to the development the development of the ideas.		3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
-		MULTIDIMENSIONALITY –RI.7.5 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Analyze <i>the</i> STRUCTURE <i>an author uses</i> to organize a text, including how the different sections contribute to the whole and to the development of the ideas.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<b>•</b> 6		INCIPLE FOR READING INFORMA	ATIONAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
6.		PROGRESSION		7	Utilize digital resources to learn and share with others.
sp sp	<b>RI.6.6</b> Determine an author's per- pective and purpose in a text,	<b>RI.7.6</b> Determine an author's perspec- tive and purpose in a text, and	<b>RI.8.6</b> Determine an author's perspective and purpose in a text, and analyze	8	Engage in specialized, discipline- specific literacy practices.
	and explain how it is conveyed in a text.	analyze how the author distin- guishes his or her position from that of others.	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY –RI.7.6 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				Develop a literacy identity that pro- motes lifelong learning.
F_ oi	r her position from that of oth	ers.			HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Interdisciplinary
P	<ol> <li>Students will integrate and ev media and formats.</li> </ol>	valuate content presented in print/n	non-print forms of text found in diverse		Literacy Practices
	RI.6.7	1	Recognize that text is anything that communicates a message.		
	Integrate information present- ed in print and non-print for- mats to develop a coherent	<b>RI.7.7</b> Compare/contrast a print to a non-print version of a text, ana- lyzing each media's portrayal of	<b>RI.8.7</b> 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.
	MULTIDIMENSIONALITY –RI.7.7         Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT         Compare/contrast a print to a non-print version of a text, analyzing each media's PORTRAYAL OF THE SUBJECT and its impact on the audience.				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.
P			as and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	RI.6.8	PROGRESSION RI.7.8	RI.8.8	7	Utilize digital resources to learn and 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.
. <b></b> 1	Green (italic) = Comp		MAROON (CAPS) = CONTENT , assessing whether the reasoning is	10	Develop a literacy identity that pro- motes lifelong learning.
┞╌╹╹	sound and the EVIDENCE is rele		HOME		

GUIDING PRIN	ICIPLE FOR READING INFORMATIO	NAL TEXT		Interdisciplinary	
	<b>9.</b> 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			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-	
Ν	MULTIDIMENSIONALITY – RI.7.9		3	tional, interdisciplinary and transfor-	
Green (italic) = Compre	ehension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-	
	HORS WRITING ABOUT THE SAME TO dvancing different interpretations of f		4	guage arts to better understand self, others and the world.	
GUIDING PRIN 10. Students will read, comprehen	5	Apply strategic practices, with 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.	
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-	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.	
ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	8	Engage in specialized, discipline- specific literacy practices.	
comprehend, and analyze grade- level appropriate informational texts independently and profi- ciently.	and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	and analyze grade-level appropri- ate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	IULTIDIMENSIONALITY –RI.7.10	ROON (CAPS) = CONTENT			
Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT 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, determining importance) to read,				Develop a literacy identity that pro- motes lifelong learning.	
alizing, inferencing, summarizing, s comprehend and analyze GRADE-L proficiently.		HOME			

#### **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 appropriate 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.	
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.</li> </ul>	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>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.</li> </ul>		View literacy experiences as transac- tional, interdisciplinary and transfor-	
C.7.3	<ul> <li>Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.</li> </ul>		mational.	
<u>C.7.3</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 convey experiences and events.	5	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	9	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.

valid reasoning and relevant and	1	Recognize that text is anything that communicates a message.		
C.6.1	PROGRESSION C.7.1	C.8.1		communicates a message.
Compose arguments to sup- port claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and rele-	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coher-	a. Produce clear and coherent	vant evidence. a. Produce clear and coherent	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
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 receptive and expressive lan- guage arts to better understand self, others and the world.
priate to task, purpose and audience.	purpose and audience.	and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>b. Introduce claim(s) and or- ganize the reasons and evi- dence clearly.</li> </ul>	<ul> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute</li> </ul>	<ul> <li>b. Introduce claim(s), acknowledge</li> <li>and distinguish opposing claim</li> <li>(s) and counter/refute them,</li> </ul>	6	Collaborate with others to create new meaning.
	them and organize the rea- sons and evidence logically.	and organize the reasons and evidence logically.	7	Utilize digital resources to learn and share with others.
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 in specialized, discipline- specific literacy practices.
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 high level cognitive processes to think deeply and critically about text.
standing of the topic or 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
	c I	Use words, phrases and clauses to clarify the re- lationships among claim (s) 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.
		Establish and maintain a	e.	Establish and maintain a task	e.		2	Employ, develop and refine schema to understand and create text.
~	f	formal style.		appropriate writing style.		propriate writing style.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	s	Provide a concluding statement or section that 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.
		argument presented. With 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.
	(	develop and strengthen writing as needed by planning, 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.
		iting, rewriting or trying a new 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		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		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	2	Employ, develop and refine schema to understand and create text.
<ul> <li>and evidence logically.</li> <li>C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<ul> <li>d. Use TRANSITIONS to create cohesion and clarify the relationships among claims.</li> <li>e. Establish and maintain a task appropriate writing style.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>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.</li> </ul>	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

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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		
	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-	b. Introduce a topic clearly; or-	b. Introduce a topic clearly; organ-	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	ize ideas, concepts, and infor- mation into broader categories; include formatting, graphics and multimedia when useful to aiding	7	Utilize digital resources to learn and share with others.
definition, classification, comparison/contrast and cause/effect; include	and cause/effect; include for-	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.
<ul> <li>Develop the topic with relevant facts, defini- tions, concrete details, quotations or other in-</li> </ul>	<ul> <li>Develop the topic with rele- vant facts, definitions, con- crete details, quotations or other information and exam-</li> </ul>	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples	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		
d.	Use appropriate transi- tions to clarify the rela- tionships among ideas and concepts.	d.	Use appropriate transitions to create cohesion and clarify the relationships among ide- as and concepts.	d.	Use appropriate and varied tran- sitions 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-	g.	Provide a concluding statement or section that follows from and supports the information or ex-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	information or explana- tion presented.		mation or explanation pre- sented.		planation presented.	6	Collaborate with others to create new meaning.		
h.	With some guidance, develop and strengthen writing as needed by	h.	With some guidance, devel- op and strengthen writing as needed by planning, revising,	h.	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-	8	Engage in specialized, discipline- specific literacy practices.			
	and audience have been addressed.				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.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, wen-ch	1	Recognize that text is anything that			
	PROGRESSION		1	communicates a message.	
C.6.3	C.7.3	C.8.3	2	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.	
<ul><li>structured event sequences.</li><li>a. Produce clear and coherent writing in which the</li></ul>	a. Produce clear and coherent writing in which the develop-	<ul> <li>a. Produce clear and coherent writing in which the develop-</li> </ul>	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.	
<ul> <li>Engage the reader by establishing a context and introducing a narra-</li> </ul>	<ul> <li>Engage the reader by estab- lishing a context and point of view and introducing a narra-</li> </ul>	<ul> <li>Engage the reader by setting out a problem, situation or observa- tion, establishing a point of view</li> </ul>	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. chniques, c. Use narrative techniques, such as , pacing and dialogue, pacing, description and evelop expe- reflection, to develop experienc-	iy.	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>C. Use narrative tech- niques, such as dialogue, pacing and description, to develop experiences, events and/or charac-</li> </ul>	<ul> <li>C. Use narrative techniques, such as dialogue, pacing and description, to develop expe- riences, events and/or char- acters.</li> </ul>		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.	tion words to convey sequence and signal shifts from one time	d.	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.	Use precise words, relevant 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	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.	by planning, revising, editing, planning, revising, editing, re- rewriting or trying a new ap- writing or trying a new approach. <b>7</b>		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.

# Interdisciplinary Literacy Practices Recognize that text is anything tha

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				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.	
	GUIDI		Collaborate with others to create		
	5. Students will conduct short as v		6	new meaning.	
	demonstrating understanding of the subject under investigation.			Utilize digital resources to learn and	
		PROGRESSION		7	share with others.
	C.6.5	C.7.5	C.8.5		Engage in specialized, discipline-
	· · · ·	Conduct short research projects to answer a question, drawing on	Conduct short research projects to answer a question (including a self-	8	specific literacy practices.
	1	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.
			Develop a literacy identity that pro-		
	N Green (italic) = Compre	10	motes lifelong learning.		
	Conduct short RESEARCH projects to answer a question, <i>drawing on several sources</i> and generating addi- tional 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.

		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
		prehension Purple (bold) = Analysis M.	· · ·	5	scaffolding and then independently, to approach new literacy tasks.
ſ	the credibility and accuracy of	ing search terms effectively; assess n reflection or analysis, QUOTE OR or by providing in-text and biblio-	6	Collaborate with others to create new meaning.	
		DING PRINCIPLE FOR COMPOSITIO		7	Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
	C.6.7	C.7.7	C.8.7	8	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.		Develop a literacy identity that pro-		
	Green (italic) = Com	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 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>	<ul> <li>In both written and oral expression:</li> <li>a. Create sentences using correctly placed clauses and phrases.</li> <li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> </ul>		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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<u>L.7.3</u>	<ul> <li>Knowledge of Language</li> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vocabulary Acquisition and Use		Collaborate with others to create new meaning.
	<ul> <li>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.</li> <li>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.</li> <li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> <li>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.</li> </ul>		Utilize digital resources to learn and share with others.
<u>L.7.4</u>			Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
<u>L.7.5</u>	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including but not limited to allusions, in context.</li> <li>b. Use the relationship between particular words to improve understanding.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul>		Develop a literacy identity that pro- motes lifelong learning.
			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.6.1	L.7.1	L.8.1	1	communicates a message.
	In both written and oral expres- sion: a. Recognize vague pronouns	In both written and oral expres- sion: a. Create sentences using cor- rectly placed clauses and	<ul> <li>In both written and oral expression:</li> <li>a. Identify verbals correctly based on their intended function.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	and correct pronoun errors, including but not limited to subjective, objective, pos- sessive and intensive pro-	phrases.	b. Demonstrate appropriate use	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	nouns. b. Recognize and correct inap-	<ul> <li>Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal</li> </ul>	of verbs in the active and pas- 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.	<ul> <li>Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood,</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul> <li>Recognize variations from standard English, and imple- ment strategies to improve expression in conventional</li> </ul>		while recognizing and cor- recting inappropriate shifts.	6	Collaborate with others to create new meaning.
	language.	1ULTIDIMENSIONALITY - 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.
	<ul> <li>In both written and oral expression:</li> <li>a. Create sentences using correctly placed CLAUSES AND PHRASES.</li> <li>b. Demonstrate appropriate use of SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SEN- TENCES to signal differing relationships among ideas.</li> </ul>				Apply high level cognitive processes to think deeply and critically about text.
					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.

			Recognize that text is anything that		
	L.6.2	L.7.2	L.8.2	1	communicates a message.
	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of punctuation</li></ul>	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of a comma to separate</li></ul>	<ul><li>When writing:</li><li>a. Demonstrate appropriate use of punctuation to indicate a</li></ul>	2	Employ, develop and refine schema to understand and create text.
_	(commas, parentheses, dashes) to set off nonre- strictive/parenthetical ele-	coordinate adjectives.	<ul><li>pause or break.</li><li>b. Demonstrate appropriate use of an ellipsis to indicate an</li></ul>	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.
	Ⅳ Green (italic) = Compre	IULTIDIMENSIONALITY - L.7.2 Phension 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.
J		of a COMMA TO SEPARATE COORDI		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 redundancy.	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.
	<ul> <li>Maintain consistency in style and tone.</li> </ul>	redundancy.	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	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>			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	L.7.4	L.8.4	2	Employ, develop and refine schema	
Determine or clarify the mean- ing of unknown and multiple-	Determine or clarify the mean- ing of unknown and multiple-	Determine or clarify the meaning of unknown and multiple-meaning		to understand and create text.	
meaning words and phrases based on grade 6 reading and	meaning words and phrases based on grade 7 reading and	words and phrases based on grade 8 reading and content, choosing	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
content, choosing flexibly from an array of strategies.	content, choosing flexibly from an array of strategies.	flexibly from an array of strategies.		mational.	
a. Use context (e.g., the overall	a. Use context (e.g., the overall	a. Use context (e.g., the overall 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 or phrase.	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		graph; a word's position graph; a word's position or function in a sentence) as function in a sentence) as a	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		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.	<ul> <li>Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>	7	Utilize digital resources to learn and share with others.	
<ul> <li>Consult print and digital ref- erence materials to find the pronunciation and deter-</li> </ul>	<ul> <li>Consult print and digital ref- erence materials to find the pronunciation and deter-</li> </ul>	c. Consult print and digital refer- ence materials to find the pro-	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.	nunciation 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		
	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;</li> </ul>	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;</li> </ul>	<ul> <li>Acquire and use accurately grade-appropriate general aca- demic and domain-specific words and phrases; gather vo-</li> </ul>	1	<b>Literacy Practices</b> 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.
	MULTIDIMENSIONALITY - L.7.4         Green (italic) = Comprehension         Purple (bold) = Analysis         MAROON (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.
	<ul> <li>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.</li> </ul>				Utilize digital resources to learn and share with others.
	<ul> <li>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> </ul>			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			Recognize that text is anything that
	L.6.5	L.7.5	L.8.5	1	communicates a message.
	Demonstrate understanding of,	Demonstrate understanding of,	Demonstrate understanding of,		Ŭ
	figurative language, word rela-	figurative language, word rela-	figurative language, word relation-	•	Employ, develop and refine schema
	tionships and nuances in word	tionships and nuances in word	ships and nuances in word mean-	2	to understand and create text.
	meanings.	meanings.	ings.		
	a. Interpret figurative lan-	a. Interpret figurative lan-	a. Interpret figurative language,	-	View literacy experiences as transac-
	guage, including but not	guage, including but not lim-	including but not limited to	3	tional, interdisciplinary and transfor-
_	limited to personification, in	ited to allusions, in context.	irony, in context.		mational.
	context.		nony, in context.		Utilize receptive and expressive lan-
	context.			4	guage arts to better understand self,
	b. Use the relationship be-	b. Use the relationship be-	b. Use the relationship between		others and the world.
	tween particular words to	tween particular words to	particular words to better un-		Apply strategic practices, with
	better understand each of	improve understanding.	derstand each of the words.	5	scaffolding and then independently,
	the words.				to approach new literacy tasks.
	c. Distinguish among the con-	c. Distinguish among the con-	c. Distinguish among the conno-		
	notations of words with sim-	notations of words with sim-	tations of words with similar	6	Collaborate with others to create
	ilar denotations.	ilar denotations.	denotations.	Ū	new meaning.
				7	Utilize digital resources to learn and
				-	share with others.
		1ULTIDIMENSIONALITY - L.7.5			Engage in specialized dissipline
	Green (italic) = Compre	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline-
					specific literacy practices.
_	Demonstrate understanding of. fi	gurative language, word relationshi	ips and nuances in word meanings.		Apply high level cognitive processes
				9	to think deeply and critically about
	a. Interpret figurative language,	including but not limited to ALLUSIC	JNS, in context.	J	text.
	b. Use the relationship between	particular words to improve under	standing.		
	c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.		10	Develop a literacy identity that pro-	
	c. Distinguish among the control		NOTATIONS.	10	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>	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	6	Collaborate with others to create new meaning.				
	Integration of Knowledge and Ideas		Utilize digital resources to learn and share with others.				
<u>RL.8.7</u>	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.	7					
	from the text of script, evaluating choices made by the director of actors.		Engage in specialized, discipline-				
<u>RL.8.8</u>	(Not applicable to literature)	8	specific literacy practices.				
<u>RL.8.9</u>	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 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- portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde- pendently and proficiently.		Develop a literacy identity that pro- motes lifelong learning.				
			HOME				

12

**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	-			
	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.			-			
MULTIDIMENSIONALITY - RL.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 inferences drawn from the text.						

#### **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.

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

communicates a message.

mational.

5

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

12

# **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		
	RL.7.3	RL.8.3	RL.8.3	-	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		Utilize receptive and expressive lan-		
	Analyze how <i>particular</i> LINES Of veal aspects of a character or p	4	guage arts to better understand self, others and the world.		
			Apply strategic practices, with		
	GUIDIN	5	scaffolding and then independently, to approach new literacy tasks.		
P	<b>4.</b> 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
		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.
	words and phrases as they are used in a text, including fig- urative and connotativeand phrases as they are used in a 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.
			Douglas a literasu identity that are		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including figurative and connota-			10	Develop a literacy identity that pro- motes lifelong learning.
	tive meanings; analyze the impact of specific WORD CHOICES on meaning and TONE, including but not limited to ANALOGIES or ALLUSIONS to other texts.				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									
	RL.7.5	RL.8.5	RL.9-10.5							
	Analyze how the form or	Compare/contrast the structure	Analyze how an author's choices con-							
	structure of a drama, poem or	of two or more texts, and ana-	cerning how to structure a text, order							
	prose text contributes to its	lyze how the differing structure	events within it and manipulate time	┝						
	meaning.	of each text contributes to its	create such effects as mystery, ten-							
		meaning and style.	sion or surprise.							
				┝						
	MULTIDIMENSIONALITY - RL.8.5									
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT							
	Compare/contrast the structure	e of two or more texts and analyze	how the differing STRUCTURE OF EACH							
1	TEXT contributes to its meaning	and style.								

#### **GUIDING PRINCIPLE FOR READING LITERATURE**

6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

	PROGRESSION RL.7.6 RL.8.6 RL.9-10.6			7	Utilize digital resour share with others.
	<b>RL.7.6</b> Analyze how an author devel- ops and contrasts the per-	<b>RL.8.6</b> Analyze characters' and read- ers' perspectives and how the	<b>RL.9-10.6</b> Analyze a particular author's perspec- tive or cultural experience reflected in	8	Engage in specialize specific literacy prac
·	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 cog to think deeply and text.
	Green (italic) = Comp		5 MAROON (CAPS) = CONTENT rences create effects, including but not	10	Develop a literacy ic motes lifelong learn
└──┚ᢪ	limited to SUSPENSE, HUMOR A	ND EMPATHY.			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.							
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.							
<b>10</b> Develop a literacy identity that pro- motes lifelong learning.								
HOME								

**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
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 schema 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 transac- tional, interdisciplinary and transfor- mational.
Green (italic) = Comp	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
<b>Analyze the extent to which a FILMED/LIVE PRODUCTION OF A STORY OR DRAMA</b> stays faithful to or departs from the text or script, evaluating choices made by the director or actors.				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.
<ul> <li>8. Students will delineate and ev validity, reasoning, relevance an</li> </ul>		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
	PROGRESSION			share with others.
<b>RL.7.8</b> (Not applicable to literature)	<b>RL.8.8</b> (Not applicable to literature)	<b>RL.9-10.8</b> (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.8.8			
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)			10	Develop a literacy identity that pro- motes lifelong learning.
				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary		
	<b>9.</b> 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		
			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-	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-		
	٢	MULTIDIMENSIONALITY - RL.8.9			mational.		
a	Green (italic) = Compr Analyze how a MODERN WORK ( TYPES from MYTHS, TRADITIONA	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.				
	TYPES from MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including describing how the material is rendered new.				Apply strategic practices, with scaffolding and then independently,		
	GUIDING		to approach new literacy tasks.				
ř	<b>10.</b> Students will read, comprehe	nd and analyze complex literary texts	independently and proficiently.	6 Collaborate with others to	Collaborate with others to create		
	DI 7.40	PROGRESSION		Ŭ	new meaning.		
	<b>RL.7.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	<b>RL.8.10</b> By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	<b>RL.9-10.10</b> 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, portance) to read, comprehend termining importance) to read, comprehend		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.MULTIDIMENSIONALITY - RL.8.10			9	Apply high level cognitive processes to think deeply and critically about 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, synthesizing, using prior knowledge, determining importance) to			10	Develop a literacy identity that pro- motes lifelong learning.		
	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.	9	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-		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 FOR READING INFORMATIONAL TEXT

P

**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		
	RI.7.1	RI.8.1	RI.9-10.1	-	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. MULTIDIMENSIONALITY - RI.8.1	ences drawn from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	Green (italic) = Comp CITE RELEVANT TEXTUAL EVIDEN	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	ences drawn from the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
>	<b>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</b> <b>2.</b> 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.				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	,	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.
	MULTIDIMENSIONALITY - RI.8.2				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text, and analyze how they are developed through relationships of key de-		10	Develop a literacy identity that pro- motes lifelong learning.	
	tails, citing textual evidence, paraphrasing 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.

-					
		1	Recognize that text is anything that		
	RI.7.3	RI.8.3	RI.9-10.3	-	communicates a message.
	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	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 schema to understand and create text.
		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 transac- tional, interdisciplinary and transfor- mational.
		MULTIDIMENSIONALITY - RI.8.3	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 an author uses CC	MPARISONS, ANALOGIES OR CATE	GORIES to make connections among and		others and the world.
	distinctions between ideas over	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PR				
Þ	<ol> <li>Students will interpret words connotative and figurative mean</li> </ol>	6	Collaborate with others to create new meaning.		
		PROGRESSION		7	Utilize digital resources to learn and share with others.
	RI.7.4	RI.8.4	RI.9-10.4		
	Determine the meaning of	Determine the meaning of	Determine the meaning of words and		Engage in specialized, discipline-
	words and phrases as they are used in a text, including fig-	words and phrases as they are used in text, including figura-	phrases as they are used in a text, in- cluding figurative, connotative and	8	specific literacy practices.
	urative, connotative and tech-	tive, connotative and technical	technical meanings; analyze the cumu-		
	nical meanings; analyze the	meanings; analyze the impact	lative impact of specific word choices		Apply high level cognitive processes
	impact of word choice on	of specific word choices on	on meaning and tone.	9	to think deeply and critically about
	tone.	meaning and tone.			text.
			Develop a literacy identity that pro-		
	Green (italic) = Comp	10	motes lifelong learning.		
	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific WORD CHOICES on meaning and TONE.				HOME

<b>5.</b> Students will analyze the stru	1	Interdisciplinary			
tions of the text relate to each		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.	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	RE OF A SPECIFIC PARAGRAPH in a t	ext, including the role of particular sen-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	RINCIPLE FOR READING INFORM	ATIONAL TEXT	6	Collaborate with others to create new meaning.	
6. Students will analyze how po		e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.	
RI.7.6	PROGRESSION	RI.9-10.6		<b>.</b>	
Determine an author's per- spective and purpose in a	<b>RI.8.6</b> Determine an author's perspec- tive and purpose in a text, and	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.	
MULTIDIMENSIONALITY - RI.8.6         Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT         Determine an author's PERSPECTIVE and PURPOSE in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				Develop a literacy identity that pro- motes lifelong learning.	
				HOME	

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# 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 RI.7.7 RI.8.7 RI.9-10.7

	PROGRESSION				Recognize that text is anything that
	RI.7.7	RI.8.7	RI.9-10.7	1	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 schem 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 transational, interdisciplinary and transformational.
MULTIDIMENSIONALITY - RI.8.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Evaluate the advantages and disadvantages of using PRINT AND NON-PRINT FORMATS for presenting par-					Utilize receptive and expressive la guage arts to better understand se others and the world.
	ticular topics or ideas.	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.		
	<b>BUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</b> <b>8.</b> 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.
	RI.7.8	PROGRESSION RI.8.8	RI.9-10.8	7	Utilize digital resources to learn an 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 process to think deeply and critically abou text.
	MULTIDIMENSIONALITY - RI.8.8 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that promotes lifelong learning.
]	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.				HOME

#### GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

		1	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- formational.
		MULTIDIMENSIONALITY - RI.8.9			Utilize receptive and expressive
J			NAROON (CAPS) = CONTENT I THE SAME TOPIC, and <i>identify where</i>	4	language arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
P	<b>10.</b> Students will read, comprehe	6	Collaborate with others to create		
		_	new meaning.		
	<b>RI.7.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	se a variety of comprehension use a variety of comprehension variety of comprehension strategies		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,	(i.e., questioning, monitoring, visual- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com-	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.	prehend and analyze grade-level ap- propriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp By the end of the year, flexibly us	10	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 and proficiently.				HOME

## **Composition – Grade 8**

## 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 and distinguish opposing claim(s) and counter/refute them, and						
	organize the reasons and evidence logically.						
<u>C.8.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.						
<u>C.8.1</u>	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, 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 in- formation through the selection, organization and analysis of relevant content.						
	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 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.						
<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.						
	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.	-					
	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.			
<b>10</b> Develop a literacy identity that pro- motes lifelong learning.				
HOME				

## **Composition – Grade 8**

## **Text Types and Purposes**

	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.	1	communicates a message.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>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.</li> </ul>		Employ, develop and refine schema to understand and create text.
			View literacy experiences as transac- tional, interdisciplinary and transfor-
<u>C.8.3</u>	<ul> <li>Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi- ences, events and/or characters.</li> </ul>		mational. Utilize receptive and expressive lan-
	<ul> <li>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.</li> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> </ul>		guage arts to better understand self, others and the world.
			Apply strategic practices, with
	<ol> <li>Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</li> </ol>	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.
	on several sources and generating new avenues for inquiry.		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	9	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
	300		

#### **GUIDING PRINCIPLE 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.

				Recognize that text is anything that
 	PROGRESSION		1	communicates a message.
C.7.1	C.8.1	C.9-10.1		
Compose arguments to support	Compose arguments to support	Compose arguments to support	2	Employ, develop and refine schema
claims with clear reasons and	claims with clear reasons and	claims in an analysis of substantive	2	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.
<ul> <li>Produce clear and coherent writing in which the devel- opment, organization and</li> </ul>	a. Produce clear and coherent writing in which the develop-	<ul> <li>a. Produce clear and coherent</li> <li>writing in which the develop-</li> <li>ment, organization and style are</li> </ul>	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.
<ul> <li>b. Introduce claim(s), acknowledge opposing</li> </ul>	<ul> <li>b. Introduce claim(s),</li> <li>acknowledge and distinguish</li> </ul>	<ul> <li>b. Introduce precise claim(s), dis- tinguish the claim(s) from alter-</li> </ul>	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.
<ul> <li>Support claim(s) with logi- cal reasoning and relevant evidence, using accurate, credible sources and</li> </ul>	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

PROGRESSION					
C.7.1	C.8.1	C.9-10.1		Literacy Practices	
<ul> <li>d. Use transitions to create cohesion and clarify the relationships among claims.</li> </ul>	<ul> <li>d. Use transitions to create cohesion and clarify the relation-ships among claim(s), counter-claims, reasons and evidence.</li> </ul>	<ul> <li>Link the major sections of the text cohesively, and clarify the relationships.</li> </ul>	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.	
f. Provide a concluding statement or section that	<ul> <li>f. Provide a concluding state- ment or section that supports</li> </ul>	<ul> <li>f. Provide a concluding state- ment or section that follows</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
supports the argument presented.	the argument presented.	from and supports the argu- ment presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
<ul> <li>g. With some guidance, de- velop and strengthen writing as needed by plan-</li> </ul>	<ul> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising,</li> </ul>	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**

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

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.*
- **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 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 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**

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.

PROGRESSION			1	Recognize that text is anything that communicates a message.	
C.7.2	C.8.2	C.9-10.2		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.	
<ul> <li>a. Produce clear and coher- ent writing in which the development, organization</li> </ul>	ng in which the writing in which the develop- 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.	
<ul> <li>b. Introduce a topic clearly; organize ideas, concepts and information, using</li> </ul>	<ul> <li>b. Introduce a topic clearly; organize ideas, concepts and information into broader</li> </ul>	<ul> <li>b. Introduce a topic; organize complex ideas, concepts and information to make important</li> </ul>	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	ies; include for- , graphics and multi- when useful to aiding and multimedia when useful to	matting, graphics and multi- media when useful to aiding and multimedia when useful to	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-	<ul> <li>Develop the topic with rele- vant, well-chosen facts, defi- nitions, concrete details,</li> </ul>	<ul> <li>c. Develop the topic with well- chosen, relevant and sufficient facts, extended definitions, con-</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
tions or other information qu	quotations or other infor- mation and examples.	crete details, quotations or oth- er information and examples appropriate to the audience's	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 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.
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

Interdisciplinary

#### **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.

## Interdisciplinary Literacy Practices

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	1	Recognize that text is anything that communicates a message.		
<b>C.7.3</b> Compose narratives to develop	<b>C.8.3</b> Use narratives strategically in	<b>C.9-10.3</b> Use narratives strategically in oth-	2	Employ, develop and refine schema to understand and create text.
real or imagined experiences or multiple events, memories or ideas, using effective tech- nique, relevant descriptive de-	other modes of writing, utilizing effective technique, well-chosen details and well-structured se- quences for an intended purpose.	er modes of writing, utilizing effec- 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.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
task, purpose and audi- ence.	pose and audience.	pose and audience. b. Engage and orient the reader	6	Collaborate with others to create new meaning.
<ul> <li>Engage the reader by es- tablishing a context and point of view and introduc- ing a narrator and/or char-</li> </ul>	<ul> <li>Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing</li> </ul>	by setting out a problem, situa- tion or observation, establish- ing one or multiple point(s) of	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.	view and introducing a narra- tor and/or characters; create a smooth progression of experi-	8	Engage in specialized, discipline- specific literacy practices.
c. Use narrative techniques, such as dialogue, pacing	<ul> <li>c. Use narrative techniques, such as dialogue, pacing, de-</li> </ul>	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	
<ul> <li>Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to</li> </ul>	<ul> <li>Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show</li> </ul>	<ul> <li>d. Use a variety of techniques to sequence events so that they build on one another to cre- ate a coherent whole.</li> </ul>	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	<ul> <li>e. Use precise words and phrases, relevant descriptive details and sensory language</li> </ul>	<ul> <li>e. Use precise words and phrases, telling details and sensory language to convey a</li> </ul>	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.		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>f. Provide a conclusion that follows from and reflects on the narrated experienc-</li> </ul>	<ul> <li>Provide a conclusion that con- nects the narrative's relevance to the intended purpose of the</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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,	<ul> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing,</li> </ul>	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.	rewriting or trying a new ap- proach.	writing or trying a new ap- proach, focusing on address- ing what is most significant	8	Engage in specialized, discipline- specific literacy practices.
		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				

### **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 t
	C.7.4	C.8.4	C.9-10.4	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	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, 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 sche 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 tran tional, interdisciplinary and tran mational.
MULTIDIMENSIONALITY - C.8.4         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; cite sources using MLA or APA format.         GUIDING PRINCIPLE FOR COMPOSITION				4	Utilize receptive and expressive guage arts to better understand others and the world.
				5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	<b>5.</b> 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 creat new meaning.
	PROGRESSION				
		C.8.5 Conduct short research projects to	C.9-10.5 Conduct short as well as more sus-	7	Utilize digital resources to learn share with others.
	on several sources and gener- ating additional related, fo- cused questions for further re-	answer a question (including a self- generated question), drawing on several sources and generating new avenues for inquiry.	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro- priate; synthesize multiple sources on the subject, demonstrating under- standing of the subject under investi- gation.	8	Engage in specialized, discipline- specific literacy practices.
	search and investigation.			9	Apply high level cognitive procest to think deeply and critically about text.
	۲	MULTIDIMENSIONALITY - C.8.5	- 	4.0	Develop a literacy identity that p
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
J	Conduct short RESEARCH project several sources and generating ne		self-generated question), drawing on		HOME

#### **GUIDING PRINCIPLE FOR COMPOSITION**

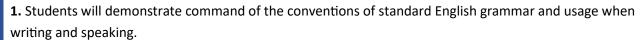


**6.** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

		1	Recognize that text is anything that communicates a message.		
	C.7.6	C.8.6	C.9-10.6		communicates a message.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibil-	om multiple print and digital multiple print and digital sources, using search terms effectively; assess digital sources, using advanced		2	Employ, develop and refine schema to understand and create text.
	ity and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclu-	source; and, in order to reflect, ana- lyze or complete short research pro- jects, quote or paraphrase the data and conclusions of others, avoiding	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	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	sions of others, avoiding plagia- rism by providing in-text and bibliographic MLA or APA cita- tion.		ideas, avoiding plagiarism and fol- lowing a standard format for cita- tion.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.8.6			Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple print and digital sources, using search terms effectively; assess the			5	scaffolding and then independently, to approach new literacy tasks.
	<b>Credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects,</b> QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS, while avoiding plagiarism by providing in- text and bibliographic MLA or APA citation.				Collaborate with others to create new meaning.
	GUIDING PRINCIPLE FOR COMPOSITION				Utilize digital resources to learn and share with others.
2	<ol><li>Students will compose routing and audiences.</li></ol>	nely over extended and shorter time fra	mes for a variety of tasks, purposes		
	and audiences.	PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
	C.7.7	C.8.7	C.9-10.7		
/	Compose routinely over ex- tended 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, purposes and audienc- es.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.8.7				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
ſ	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 8	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
<u>L.8.1</u>	<ul> <li>In both written and oral expression:</li> <li>a. Identify verbals correctly based on their intended function.</li> <li>b. Demonstrate appropriate use of verbs in the active and passive voice.</li> <li>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</li> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</li> </ul>		communicates a message. Employ, develop and refine schema to understand and create text.
<u> </u>			View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.8.2</u>	<ul> <li>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	Knowledge of Language		Apply strategic practices, with
<u>L.8.3</u>	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>L.0.5</u>	particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).		Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		
	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.		Utilize digital resources to learn and share with others.
<u>L.8.4</u>	<ul> <li>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.</li> <li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>precise meaning of key words and phrases.</li> <li>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.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.8.5</u>	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including but not limited to irony, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul>		Develop a literacy identity that pro- motes lifelong learning.
			HOME

9



	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	<ul><li>based on their intended function.</li><li>b. Demonstrate appropriate use</li></ul>	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	<ul> <li>Demonstrate appropriate use of verbs in the active and pas- sive voice.</li> </ul>	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.	c. Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood, while recognizing and cor- recting inappropriate shifts.	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.
				6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.1 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
_	<ul> <li>In both written and oral expression:</li> <li>a. Identify VERBALS correctly based on their intended function.</li> <li>b. Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</li> <li>c. Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITION- AL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.</li> </ul>			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 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.
	<ul> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to iden-</li> </ul>	<ul> <li>Demonstrate appropriate use of an ellipsis to indicate an omission.</li> </ul>	<ul> <li>Demonstrate appropriate use of a colon to introduce a list or quotation.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	tify and correct spelling er- rors.	<ul> <li>Demonstrate appropriate use of strategies and resources</li> </ul>	<ul> <li>Demonstrate appropriate use of strategies and resources (print</li> </ul>	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	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing:				Engage in specialized, discipline- specific literacy practices.
		of PUNCTUATION TO INDICATE A PA			Apply high level cognitive processes
	<ul><li>b. Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION.</li><li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct</li></ul>			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.

		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-	a. Use verbs in the active and	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.
		<ul> <li>a. Write and edit work so that it conforms to the guidelines in a</li> </ul>	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.
	MULTIDIMENSIONALITY - L.8.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize digital resources to learn and share with others.
					Engage in specialized, discipline- specific literacy practices.
J	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>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).</li> </ul>			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.

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

Interdisciplinary

**Literacy Practices** 

1

Recognize that text is anything that

			Interdisciplinary		
	L.7.4	L.8.4	L.9-10.4		
	d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;d. Acquire and use accurately grade-appropriate general academic and domain-specifice. Acquire and use accurately gen- eral academic and domain- specific words and phrases, sufficient for reading, writing,			1	<b>Literacy Practices</b> 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.
	MULTIDIMENSIONALITY - L.8.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (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 8 reading and content, choosing flexibly from an array of strategies.			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.			7	Utilize digital resources to learn and share with others.
	<ul> <li>b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> </ul>			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. Students will demonstrate understanding of word relationships and nuances in word meanings.

2

				-
		Recognize that text is anything that		
L.7.5	L.8.5	L.9-10.5	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.
<ul> <li>meanings.</li> <li>a. Interpret figurative language,</li> </ul>	<ul><li>a. Interpret figurative language,</li></ul>	a. Interpret figures of speech in	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
including but not limited to allusions, in context.	including but not limited to irony, in context.	context, including but not lim- ited to euphemism and oxymo- ron, and analyze their rhetorical function in the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>Use the relationship between particular words to improve understanding.</li> </ul>	<ul> <li>Use the relationship between particular words to better un- derstand each of the words.</li> </ul>	<ul> <li>Analyze nuances in the meaning of words with similar denota-</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
c. Distinguish among the conno- tations of words with similar	c. Distinguish among the conno- tations of words with similar	tions.	6	Collaborate with others to create new meaning.
	denotations. IULTIDIMENSIONALITY - L.8.5 ehension Purple (bold) = Analysis M		7	Utilize digital resources to learn and share with others.
Green (italic) = Compro Demonstrate understanding of fig	8	Engage in specialized, discipline- specific literacy practices.		
<ul><li>a. Interpret figurative language,</li><li>b. Use the relationship between</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.		
c. Distinguish among the CONN	DTATIONS of words with similar DEN	IOTATIONS.	10	Develop a literacy identity that pro- motes lifelong learning.
				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>			Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.9-</u> 10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	7	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>	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 literary texts inde- pendently and proficiently.		HOME

	GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary		
9	<ol> <li>Students will read closely to c it; cite specific textual evidence</li> </ol>		Literacy Practices				
		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-		
		MULTIDIMENSIONALITY RL.9-10			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.			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.		
	<ul> <li>2. Students will determine central ideas or themes of a text and analyze their development; cite specific</li> <li>textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.</li> </ul>			6	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 course of the text, including	Determine two or more themes or cen- tral ideas of a text and analyze their development over the course of the text, including how they interact and	8	Engage in specialized, discipline- specific literacy practices.		
	citing textual evidence, para- phrasing or summarizing.	how it emerges and is shaped and refined by specific details.	build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.		
7	MULTIDIMENSIONALITY - RL.9-10.2         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT         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.				Develop a literacy identity that pro- motes lifelong learning.		
_					HOME		



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

Interdis	ciplinary
Literacy	Practices

HOME

			Recognize that text is anything that		
	RL.8.3	PROGRESSION RL.9-10.3	RL.11-12.3	1	communicates a message.
	Analyze how particular lines of dialogue or incidents in a story or drama propel the ac-	Analyze how complex charac- ters develop over the course of a text, interact with other char-	Analyze the impact of the author's choices over the course of a text re- garding how to develop and relate	2	Employ, develop and refine schema to understand and create text.
	tion, reveal aspects of a char- acter, or provoke a decision.	acters and advance the plot or develop themes.	elements of a story or drama.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
		ULTIDIMENSIONALITY - RL.9-10			
]	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.		
					Apply strategic practices, with
				5	scaffolding and then independently,
	GUIDIN	_	to approach new literacy tasks.		
	<b>4.</b> Students will interpret word connotative and figurative mean	6	Collaborate with others to create new meaning.		
		PROGRESSION			
	RL.8.4	RL.9-10.4	RL.11-12.4	7	Utilize digital resources to learn and
	Determine the meaning of	Determine the meaning of	Determine the meaning of words 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-
	Green (italic) = Comp	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.

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.

GUIDING PRINCIPLE FOR READING LITERATURE					Interdisciplinary	
2	5. Students will analyze the stru	Literacy Practices				
	tions of the text relate to each o					
	PROGRESSION				Recognize that text is anything that	
	RL.8.5	RL.9-10.5	RL.11-12.5	-	communicates a message.	
	Compare/contrast the struc- ture of two or more texts, and analyze how the differing	Analyze how an author's choic- es concerning how to structure a text, order events within it	Analyze how an author's choices con- cerning how to structure specific parts of a text contribute to its overall struc-	2	Employ, develop and refine schema to understand and create text.	
	structure of each text contrib- utes to its meaning and style.	and manipulate time create such effects as mystery, tension or surprise.	ture and meaning as well as its aes- thetic impact.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
MULTIDIMENSIONALITY - RL.9-10.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT					Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
ŋ	Analyze how an author's choice NIPULATE TIME create such effe	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
<b>GUIDING PRINCIPLE FOR READING LITERATURE</b> 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.	
PROGRESSION					Utilize digital resources to learn and	
	RL.8.6	RL.9-10.6	RL.11-12.6	share with others.		
	Analyze characters' and read- ers' perspectives and how the differences create effects,	Analyze a particular author's perspective or cultural experi- ence reflected in a work of liter-	Analyze how point of view and per- spective are used to manipulate the reader for a specific purpose or effect,	8	Engage in specialized, discipline- specific literacy practices.	
	including but not limited to suspense, humor and empa- thy.	ature by drawing on a wide reading of world literature.	including but not limited to satire, sar- casm, irony and understatement.	9	Apply high level cognitive processes to think deeply and critically about text.	
	N	ULTIDIMENSIONALITY - RL.9-10	0.6			
	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			10	Develop a literacy identity that pro- motes lifelong learning.	
	drawing on a wide reading of world literature.				HOME	

**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
	RL.8.7	RL.9-10.7	RL.11-12.7	1	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 transa tional, interdisciplinary and transfor mational.
	tors. N Green (italic) = Comp	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.		
	<b>Analyze the</b> REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, <i>including what is emphasized or absent in each treatment</i> .				Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	GUIDIN	6	Collaborate with others to create new meaning.		
9	<b>8.</b> Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.				Utilize digital resources to learn an share with others.
	PROGRESSION				
_	RL.8.8 (Not applicable to literature)	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 processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.9-10.8				Develop a literacy identity that pro
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)			10	motes lifelong learning.
7	(Not applicable to literature)				

9. Students will analyze how two o	<ul> <li>GUIDING PRINCIPLE FOR READING LITERATURE</li> <li>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.</li> </ul>			Interdisciplinary Literacy Practices	
	PROGRESSION			Recognize that text is anything that	
RL.8.9	RL.9-10.9	RL.11-12.9	1	communicates a message.	
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional	n draws on themes, rns of events or character a specific work. as periods to analyze how two or more texts from the same period			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 transac- tional, interdisciplinary and transfor- mational.	
Green (italic) = Compre	JLTIDIMENSIONALITY - RL.9-10.9 ehension Purple (bold) = Analysis M N AND TRANSFORMS SOURCE MATE	AROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	GUIDING PRINCIPLE FOR READING LITERATURE				
<b>10.</b> Students will read, comprehen	nd and analyze complex literary texts PROGRESSION	independently and proficiently.	6	Collaborate with others to create new meaning.	
RL.8.10	RL.9-10.10	RL.11-12.10			
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.	
summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	r knowledge, determining portance) to read, compre- portance) to read, comprehend, and analyze grade-level opriate, complex literary s independently and profi-knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.termining importance) to read, com- prehend, and analyze grade-level ap- propriate, complex literary texts inde- pendently and proficiently.		8	Engage in specialized, discipline- specific literacy practices.	
hend, and analyze grade-level appropriate, complex literary texts independently and profi- ciently.			9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.9-10.10				
By the end of the year, flexibly use		i <b>es</b> (i.e., questioning, monitoring, vis-	10	Develop a literacy identity that pro- motes lifelong learning.	
	ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and pro- ficiently.			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	4	guage arts to better understand self, others and the world.
<u>RI.9-</u> <u>10.5</u>	tone. 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	Apply strategic practices, with 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		Litiza disital recourses to leave and
<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>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	Engage in specialized, discipline- 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.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<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**



**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			
	RI.8.1	RI.9-10.1	RI.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- mational.	
	Γ	MULTIDIMENSIONALITY - RI.9-10	).1		Utilize receptive and expressive lan-	
		prehension Purple (bold) = Analysis	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.		
	GUIDIN					
P		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	RI.11-12.2		share with others.	
	Determine central ideas of a 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.	
	ships of key details, citing tex- tual evidence, paraphrasing, or summarizing.	idence, paraphrasing, emerge and are shaped and one another to produce a complex ac-		9	Apply high level cognitive processes to think deeply and critically about text.	
	٢		Douglas a literacy identity that are			
	Green (italic) = Com Determine CENTRAL IDEAS of a	10	Develop a literacy identity that pro- motes lifelong learning.			
	including how they emerge and		HOME			

#### **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.

#### PROGRESSION 1 RI.8.3 RI.9-10.3 RI.11-12.3 Analyze how an author uses Analyze how the author unfolds Analyze a complex set of ideas or sean analysis or series of ideas or guence of events, and explain how specomparisons, analogies or categories to make connections events over the course of a text, cific individuals, ideas or events interact among and distinctions beincluding the order in which the and develop over the course of the text. tween ideas over the course of points are made, how they are a text. introduced and developed and 3 the connections that are drawn between them. **MULTIDIMENSIONALITY - RI.9-10.3** 4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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, how they are introduced and developed and the connections that are drawn between them. **GUIDING PRINCIPLE FOR INFORMATIONAL TEXT** 6 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.

		inings, and analyze new speeme we	_	Utilize digital resources to learn and	
		/	share with others.		
	RI.8.4	RI.9-10.4	RI.11-12.4		
	Determine the meaning of words and phrases as they are used in text, including figura-	words and phrases as they are and phrases as they are used in a		8	Engage in specialized, discipline- specific literacy practices.
	tive, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	text, including figurative, conno- tative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.	
MULTIDIMENSIONALITY - RI.9-10.4					Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE.				HOME

### Interdisciplinary **Literacy Practices**

communicates a message.

2

5

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently,

Apply strategic practices, with

to approach new literacy tasks.

Collaborate with others to create

to understand and create text.

mational.

others and the world.

new meaning.

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.

	PROGRESSION				Recognize that text is anything that	
	RI.8.5	RI.9-10.5	RI.11-12.5	1	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	or's ideas or claims are devel- ness of the structure an author uses in		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	IULTIDIMENSIONALITY - RI.9-10           orehension         Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
Ľ	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.		
	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT				Collaborate with others to create	
	<b>6.</b> Students will analyze how poi	e shape the content and style of a text.	6	new meaning.		
	PROGRESSION				Utilize digital resources to learn and	
	RI.8.6	RI.9-10.6	RI.11-12.6		share with others.	
	Determine an author's per- spective and purpose in a text, and analyze how the au-	pective and purpose in a view, perspective and purpose		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.	which the rhetoric is particularly effec- tive, analyzing how style and content contribute to the effectiveness of the text.	9	Apply high level cognitive processes to think deeply and critically about text.	
		IULTIDIMENSIONALITY - RI.9-10			Develop a literacy identity that pro-	
	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			10	motes lifelong learning.	
	author uses RHETORIC to advance that point of view or purpose.				HOME	

#### **GUIDING PRINCIPLE FOR INFORMATIONAL TEXT**

**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 communicates a message.
	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.
	Ν	/IULTIDIMENSIONALITY - RI.9-10	).7		Utilize receptive and expressive lan-
		orehension Purple (bold) = Analysis UBJECT PRESENTED IN DIFFERENT F	MAROON (CAPS) = CONTENT PRINT AND NON-PRINT FORMATS, <i>deter</i> -	4	guage arts to better understand self, others and the world.
	mining which details are empha		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDIN				
R	<b>8.</b> Students will delineate and ev validity, reasoning, relevance an	is and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.8	RI.9-10.8	RI.11-12.8		share with others.
	gument and specific claims in a text, assessing whether the assessing the validity, reason-	· · · · ·	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.	evidence is relevant and suffi- tient; recognize when irrele- tient; recognize when irrele-		9	Apply high level cognitive processes to think deeply and critically about text.
	N	/ULTIDIMENSIONALITY - RI.9-10			Develop a literacy identity that pro-
	Green (italic) = Com	MAROON (CAPS) = CONTENT	10	motes lifelong learning.	
	<b>Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence;</b> <i>identify false statements and</i> FALLACIOUS REASONING.				HOME

	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT				Interdisciplinary
P	<b>9.</b> Students will analyze how two knowledge or to compare the approximation of the structure of the structu		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.8.9	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.
	terpretation.			-	View literacy experiences as transac-
		ULTIDIMENSIONALITY - RI.9-10.9 rehension Purple (bold) = Analysis MAR	ROON(CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
7	Analyze DOCUMENTS OF HISTOR THEMES and concepts.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
9	GUIDING 10. Students will read, comprehe ly.	5	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 strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, using prior knowledge, deter-	7	Utilize digital resources to learn and share with others.
	ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade- level appropriate, com	determining importance) to read, comprehend and analyze grade- level appropriate, complex informa-	ce) to read, mining importance) to read, com- yze grade- prehend and analyze grade-level plex informa- appropriate, complex information-	8	Engage in specialized, discipline- specific literacy practices.
	formational texts independently and proficiently.			9	Apply high level cognitive processes to think deeply and critically about text.
		ROON (CAPS) = CONTENT			
	Green (italic) = Compr	Green (italic) = Comprehension <b>Purple (bold) = Analysis</b> MAROON (CAPS) = CONTENT By the end of the year, <b>flexibly use a variety of comprehension strategies</b> ( <i>i.e.</i> , questioning, monitoring, vis- ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance <b>) to read</b> ,			
	By the end of the year, <b>flexibly us</b> <i>ualizing, inferencing, summarizing</i>	e a variety of comprehension strategie	s (i.e., questioning, monitoring, vis- determining importance) <b>to read,</b>	10	Develop a literacy identity that pro- motes lifelong learning.

### **Composition – Grade 9-10**

### **Text Types and Purposes**

<u>C.9-</u>

10.2

<u>C.9-</u>

10.1

Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning	1	communicates a message.
<ul> <li>and relevant and sufficient evidence.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
<ul> <li>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.</li> <li>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<ul><li>strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li><li>d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>e. Establish and maintain a task appropriate writing style.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>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.</li> </ul>	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.
<ul><li>a. Produce writing in which the development and organization are appropriate to task and purpose.</li><li>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections</li></ul>	7	Utilize digital resources to learn and share with others.
<ul> <li>and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</li> <li>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.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>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.</li> <li>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions</li> </ul>	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.
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

### Interdisciplinary **Literacy Practices**

Recognize that text is anything that

### **Composition – Grade 9-10**

	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.
	<ul> <li>and/or supporting a claim.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. 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.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>C.9-</u> <u>10.3</u>	<ul> <li>Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li> </ul>		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.	5	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		
<u>C.9-</u> 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. 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-
6.9	Conduct short as well as more sustained research projects to answer a question (including a self-	0	specific literacy practices.
<u>C.9-</u> <u>10.5</u>	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
<u>C.9-</u>	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 infor-	9	to think deeply and critically about text.
<u>10.6</u>	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		motes lifelong learning.
<u>C.9-</u> <u>10.7</u>	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.

valid reasoning and relevant and s		Recognize that text is anything that		
	PROGRESSION		1	communicates a message.
C.8.1	C.9-10.1	C.11-12.1		
Compose arguments to support claims with clear reasons and relevant evidence.	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 substan- tive topics or texts, using valid rea-	2	Employ, develop and refine schema 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.
<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>	<ul> <li>Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to task,</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul><li>pose and audience.</li><li>b. Introduce claim(s),</li></ul>	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	stinguishdistinguish the claim(s) from alternate or opposing claims, and create an organizationable claim(s), establish the significance of the claim(s), distinguish the claim(s) from	6	Collaborate with others to create new meaning.	
logically.	tionships among claim(s), counterclaims, reasons and evidence.	, and create an organization	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with logical	nd relevant evi- g accurate, credi- and demon- understanding of text. text. text. text. text. text and concerns. text text text text text text text tex	8	Engage in specialized, discipline- specific literacy practices.	
reasoning and relevant evi- dence, using accurate, credi- ble sources and demon- strating an understanding of		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.
the topic or text.		ner that anticipates the audi- ence's knowledge level, con-	10	Develop a literacy identity that pro- motes lifelong learning.
	ases.			HOME

### Interdisciplinary **Literacy Practices**

PROGRESSION						Interdisciplinary	
	C.8.1		C.9-10.1		C.11-12.1		Literacy Practices
cohesio relatio (s), cou	nsitions to create on and clarify the nships among claim nterclaims, 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 ev	dence.		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.
	sh and maintain a	e.	Establish and maintain a task		Establish and maintain a task	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
style.	propriate writing a concluding state-	f.	appropriate writing style. 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 c	r section that sup- ne argument pre-		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.
velop a	ome guidance, de- nd 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.
ning, re writing	as needed by plan- evising, editing, re- or trying a new ap- , 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.
	rpose and audience een 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	<b>1</b> 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							

**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.

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and accurately through the check		4	Recognize that text is anything that	
	PROGRESSION		1	communicates a message.
C.8.2	C.9-10.2	C.11-12.2		
Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or ex- planatory texts to examine and convey complex ideas, concepts	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.
<ul> <li>a. Produce clear and coherent writing in which the devel-</li> </ul>		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.	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.
<ul> <li>b. Introduce a topic clearly; organize ideas, concepts,</li> </ul>	<ul> <li>Introduce a topic; organize complex ideas, concepts and</li> </ul>	deas, concepts and on to make im- onnections and dis- include formatting,complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified	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		7	Utilize digital resources to learn and share with others.
comprehension.			8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other infor-</li> </ul>	<ul> <li>Develop the topic with well- chosen, relevant, and suffi- cient facts, extended defini- tions, concrete details, quo-</li> </ul>	<ul> <li>Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, ex- tended definitions, concrete</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
nation 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

Interdisciplinary

**Literacy Practices** 

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-	o create cohe- rify the relation- transitions to link the major sections of the text, create the major sections of the text	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. and analogy to manage the complexity of the topic.	<u>.</u>	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.	<ul> <li>Establish and maintain a for- mal style and objective tone while attending to the norms and conventions of the disci-</li> </ul>	f.	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 com- which they are writing. posing.	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-	followsment or section that followsor section that follows from ae infor-from and supports the infor-supports the information or		7	Utilize digital resources to learn and share with others.		
	sented.		explanation presented.	8	Engage in specialized, discipline- specific literacy practices.		
h.	op and strengthen writing as w needed by planning, revising, re editing, rewriting or trying a tr	<ul> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focus- ing on addressing what is most</li> </ul>	<ul> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on ad- dressing what is most signifi- cant for a specific purpose and audience.</li> </ul>	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 pur- pose 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 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.

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	1	Recognize that text is anything that 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.
<ul> <li>a. Produce clear and coherent writing in which the devel-</li> </ul>	a claim. erent 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.	
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.
b. Engage the reader by setting up a problem, situa-	<ul> <li>Engage and orient the reader</li> <li>by setting up a problem, situ-</li> </ul>	<ul> <li>Engage and orient the reader</li> <li>by setting up a problem, situa-</li> <li>tion or observation and its</li> </ul>	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	dlishing one or multiple pointsignificance, establishing oned/(s) of view and introducing a narrator and/or characters;or multiple point(s) of view and introducing a narrator and/or characters; create a	shing one or multiple pointsignificance, establishing ones) of view and introducing a arrator and/or characters;or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experi-	7	Utilize digital resources to learn and share with others.
smooth progression of ex- periences or events.			8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences,</li> </ul>	<ul> <li>c. Use narrative techniques, such as dialogue, pacing, de- scription, reflection and mul- tiple plot lines, to develop</li> </ul>	<ul> <li>c. Use narrative techniques, such as dialogue, pacing, descrip- tion, reflection and multiple plot lines, to develop experi-</li> </ul>	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-	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	<ul> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>	d.	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.
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- uniting on taxing on part on part of part	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

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 idea 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 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.
- 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.
- 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	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.

ai in ei	<b>C.8.4</b> Use digital resources to create and publish products as well as to nteract and collaborate with oth- ers; cite sources using MLA or APA format.	<b>C.9-10.4</b> 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 dynami- cally. Use a variety of formats to	<b>C.11-12.4</b> Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display information flexibly and dynamical-	1 2	Recognize that text is anything that communicates a message. Employ, develop and refine schema to understand and create text.
ai in ei	and publish products as well as to nteract and collaborate with oth- ers; cite sources using MLA or APA format.	publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynami-	publish and update individual or shared products, taking advantage of technology capacity to link to other information and to display	2	
ft ft		information flexibly and dynami-			
		cite sources.	ly. Use a variety of formats to cite sources.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	MU	JLTIDIMENSIONALITY - C.9-10.4			Utilize receptive and expressive lan-
	Green (italic) = Compre Use DIGITAL RESOURCES to create,	4	guage arts to better understand self, 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 independently,
	GUIDING PRINCIPLE FOR COMPOSITION				to approach new literacy tasks.
	<b>5.</b> 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.8.5	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.
tc a di	to answer a question (including a self-generated question), tained research projects to answer a question (including a self-generated question) or solve a problem; narrow generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generated question) or solve a generated question (including a self-generat		tained research projects to answer a question (including a self-	8	Engage in specialized, discipline- specific literacy practices.
•	nquiry.	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 processes to think deeply and critically about text.
	MU	JLTIDIMENSIONALITY - C.9-10.5			Develop a literacy identity that pro-
c	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-				motes lifelong learning.
		blem; narrow or broaden the inquiry Instrating understanding of the subject			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					Recognize that text is anything that
C.8.6		C.9-10.6	C.11-12.6	1	communicates a message.
Gather relevant inform from multiple print and sources, using search to effectively; assess the o	digital multip erms tal sou	er relevant information from ple authoritative print and digi- purces, using advanced searches tively; 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 eac and, in order to reflect, or complete short rese jects, quote or paraphr	h source; each s , analyze search arch pro- matio	source in answering the re- h question; integrate infor- on into the text selectively to tain 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 o while avoiding plagiaris providing in-text and b graphic MLA or APA cit	f others, plagia sm by forma iblio-	arism and following a standard at 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.
gruphie mer ter var vere		DIMENSIONALITY - C.9-10.6			Apply strategic practices, with
		sion <b>Purple (bold) = Analysis MA</b> authoritative print and digital source	ROON (CAPS) = CONTENT es, using advanced searches effectively;	5	scaffolding and then independently, to approach new literacy tasks.
	assess the usefulness of each source in answering the research question; integrate information into the text selec- tively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				Collaborate with others to create new meaning.
		PRINCIPLE FOR COMPOSITION		7	Utilize digital resources to learn and share with others.
<b>7.</b> Students will composite and audiences.	ose routinely over	r extended and shorter time fran	nes for a variety of tasks, purposes		
• - und dudiences.		PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
C.8.7		C.9-10.7	C.11-12.7		
Compose routinely over tended time frames an shorter time frames for riety of tasks, purposes	d frames a r a va- variety d	se routinely over extended time and shorter time frames for a of tasks, purposes and audienc-	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.					Develop a literacy identity that pro-
MULTIDIMENSIONALITY - C.9-10.7         Green (italic) = Comprehension       Purple (bold) = Analysis       MAROON (CAPS) = CONTENT				10	motes lifelong learning.
Compose routinely over 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>	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>10.2</u>	<ul> <li>b. Demonstrate appropriate use of a colon to introduce a list or quotation.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>		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	5	scaffolding and then independently, to approach new literacy tasks.
	and writing type.		Collaborate with others to create
	Vocabulary Acquisition and Use	6	new meaning.
	<ul> <li>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.</li> <li>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.</li> </ul>		Utilize digital resources to learn and
			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>	<ul> <li>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.</li> </ul>		specific literacy practices.
	<ul> <li>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.</li> </ul>		Apply high level cognitive processes to think deeply and critically about text.
<u>L.9-</u>	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>		Develop a literacy identity that pro- motes lifelong learning.
<u>10.5</u>			HOME

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

		PROGRESSION		1	Recognize that text is anything that communicates a message.
	L.8.1	L.9-10.1	L.11-12.1		
	In both written and oral expres- sion:	In both written and oral expres- sion:	In both written and oral expression: a. Demonstrate the understanding	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. Identify verbals correctly based on their intended func- tion.</li> </ul>	<ul> <li>Demonstrate appropriate use of parallel structure.</li> </ul>	that usage is a matter of conven- tion, can change over time and may be contested.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	<ul> <li>Demonstrate appropriate use of verbs in the active and pas- sive voice.</li> </ul>	<ul> <li>Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adver- bial, participial, prepositional,</li> </ul>	<ul> <li>Resolve issues of complex or con- tested usage, consulting refer- ences as needed.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Demonstrate appropriate use of verbs in the indicative, im- perative, interrogative, condi- tional and subjunctive mood,	absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and	(independent, dependent; noun, relative, adverbial) to convey specific meanings and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	while recognizing and cor- recting inappropriate shifts.	add variety and interest to writing or presentations.		6	Collaborate with others to create new meaning.
		JLTIDIMENSIONALITY - L.9-10.1 ehension Purple (bold) = Analysis M		7	Utilize digital resources to learn and share with others.
	In both written and oral expression		AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
]	<ul> <li>a. Demonstrate appropriate use of PARALLEL STRUCTURE.</li> <li>b. Demonstrate appropriate use of various types of PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PAR- TICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, AD-</li> </ul>				Apply high level cognitive processes to think deeply and critically about text.
	VERBIAL) to convey specific mean	ings and add variety and interest to	writing or presentations.	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.

			Recognize that text is anything that		
	L.8.2	L.9-10.2	L.11-12.2	1	communicates a message.
	When writing:When writing:a. Demonstrate appropriate use of punctuation to indicate aa. Demonstrate appropriate use of a semicolon with and with-	<ul><li>When writing:</li><li>a. Demonstrate command of the conventions of standard English</li></ul>	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.
	<ul> <li>Demonstrate appropriate use of an ellipsis to indicate an omission.</li> </ul>	<ul> <li>Demonstrate appropriate use of a colon to introduce a list or quotation.</li> </ul>		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-	<ul> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to iden- tify and correct spelling er-</li> </ul>		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.
	MU Green (italic) = Compre	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 ADVERB TO LINK				Engage in specialized, discipline- specific literacy practices.
P•	TWO OR MORE CLOSELY RELAT				Apply high level cognitive processes
		of a COLON TO INTRODUCE A LIST O		9	to think deeply and critically about
	c. Demonstrate appropriate use o spelling errors.	of strategies and resources (print and	d electronic) to identify and correct		text.
				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.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.
<ul> <li>Use verbs in the active and passive voice and in the con- ditional and subjunctive</li> </ul>	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-	<ul> <li>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate</li> </ul>	<ul> <li>Apply an understanding of syn- tax to the study of complex texts when reading.</li> </ul>	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.	<ul> <li>b. Vary syntax for effect in writing and speaking, consulting refer- ences for guidance as needed.</li> </ul>	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.
	onforms to the guidelines in a style mo	-	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.

academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in			Recognize that text is anything that
order to be transition ready.		1	communicates a message.
PROGRESSION			
L.8.4 L.9-10.4	L.11-12.4	2	Employ, develop and refine schema
Determine or clarify the meaningDetermine or clarify the meaningof unknown and multiple-of unknown and multiple-mean		2	to understand and create text.
of unknown and multiple- meaning words and phrasesof unknown and multiple-mean words and phrases based on	ing unknown and multiple-meaning words and phrases based on grades		View literacy experiences as transac-
based on grade 8 reading and grades 9-10 reading and conter		3	tional, interdisciplinary and transfor-
content, choosing flexibly from an choosing flexibly from an array			mational.
array of strategies. strategies.			Utilize receptive and expressive lan-
	a lie context (a pother evenue)	4	guage arts to better understand self,
a. Use context (e.g., the overall a. Use context (e.g., the overa			others and the world.
meaning of a sentence or meaning of a sentence, par paragraph; a word's position graph or text; a word's position	u		Apply strategic practices, with
or function in a sentence) as a tion or function in a sentence		5	scaffolding and then independently,
clue to the meaning of a word as a clue to the meaning of			to approach new literacy tasks.
or phrase. word or phrase.	phrase.	6	Collaborate with others to create
		0	new meaning.
b. Use Greek and Latin affixes b. Identify and correctly use	b. Identify and correctly use		Utilize digital resources to learn and
and roots as clues to the patterns of word changes t		7	share with others.
meaning of a word. indicate different meanings parts of speech.	or indicate different meanings or parts of speech.		
parts of speech.		8	Engage in specialized, discipline-
c. Consult print and digital ref- c. Consult general and special	- c. Consult general and specialized	0	specific literacy practices.
erence materials to find the ized reference materials to	reference materials to find the		Apply high level cognitive processes
pronunciation and determine find the pronunciation of a	pronunciation of a word or de-	9	to think deeply and critically about
or clarity the precise meaning word or determine or clarif			text.
of key words and phrases. its precise meaning or its particular of speech.	art meaning or its part of speech.		
or 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		
	<ul> <li>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather</li> </ul>	<ul> <li>Acquire and use accurately general academic and domain</li> <li>-specific words and phrases, sufficient for reading, writing,</li> </ul>	<ul> <li>Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing,</li> </ul>	1	Literacy Practices Recognize that text is anything that communicates a message.
	vocabulary knowledge when considering a word or phrase important to comprehension	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 comprehension or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
	D.41	LTIDIMENSIONALITY - L.9-10.4		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
		chension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	10 reading and content, choosing	of unknown and multiple-meaning wo flexibly from an array of strategies. meaning of a sentence, paragraph or		6	Collaborate with others to create new meaning.
_	in a sentence) as a clue to the			7	Utilize digital resources to learn and share with others.
	c. Consult general and specialized clarify its precise meaning or it	d reference materials to find the pron is part of speech.	nunciation of a word or determine or	8	Engage in specialized, discipline- specific literacy practices.
	reading, writing, speaking and	neral academic and domain-specific l listening in order to be transition re ledge when considering a word or p	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.

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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	ings. a. Interpret figures of speech in context, including but not lim-	<ul> <li>a. Interpret figures of speech in context, including but not lim-</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
irony, in context.	ited to euphemism and oxy- moron, and analyze their rhe- torical function in the text.	ited to hyperbole and paradox, and analyze their rhetorical func- tion in the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>b. Use the relationship between particular words to better understand each of the</li> </ul>	<ul> <li>Analyze nuances in the mean- ing of words with similar de- notations.</li> </ul>	<ul> <li>Analyze nuances in the meaning of words with similar denota- tions.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
words.	notations.		6	Collaborate with others to create new meaning.
<ul> <li>Distinguish among the conno- tations of words with similar denotations.</li> </ul>			7	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.
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,			9	Apply high level cognitive processes to think deeply and critically about text.
and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		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 ac-count.	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> 12.4	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></u>	and on the text as a whole. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its	5	Apply strategic practices, with scaffolding and then independently,
<u>12.5</u>	overall structure and meaning as well as its aesthetic impact.		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.	6	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.
<u> </u>			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>	Demonstrate knowledge of various time periods to analyze how two or more texts from the same pe- riod treat 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		
<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**



**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

HOME

	PROGRESSION		1	Recognize that text is anything that	
	RL.9-10.1	RL.11.12.1		_	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.
	drawn from the text.	from the text.			View literacy experiences as transac-
		ULTIDIMENSIONALITY - RL.11-12		3	tional, interdisciplinary and transfor- mational.
]			MAROON (CAPS) = CONTENT alysis of what the text says explicitly as	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,
	<b>2.</b> Students will determine central ideas or themes of a text and analyze their development; cite specific				to approach new literacy tasks.
9	textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.			6	Collaborate with others to create new meaning.
		PROGRESSION			
	<b>RL.9-10.2</b> Determine a theme or central	<b>RL.11-12.2</b> 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 is	text and analyze in development over se of the text, includ-or central ideas of a text and analyze their development over the course of the text, including		8	Engage in specialized, discipline- specific literacy practices.
	shaped and refined by specific details.	one another to produce a com- plex account.		9	Apply high level cognitive processes to think deeply and critically about text.
	M	ULTIDIMENSIONALITY - RL.11-12	2.2		
7	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and analyze their development over the			10	Develop a literacy identity that pro- motes lifelong learning.
	course of the text, including how they interact and build on one another to produce a complex account.				

#### **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.

	PROGRESSION				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 schema to understand and create text.
	plot or develop themes.	story or drama.	2.3	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
]	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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.			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.
>	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. PROGRESSION			6	Collaborate with others to create new meaning.
	<b>RL.9-10.4</b> Determine the meaning of words and phrases as they are	<b>RL.11-12.4</b> Determine the meaning of words and phrases as they are		7	Utilize digital resources to learn and 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 processes to think deeply and critically about text.
		ULTIDIMENSIONALITY - RL.11-1			Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in the text, including figurative and conno-			10	motes lifelong learning.
_」₽	tative meanings; analyze the cumulative impact of specific WORD CHOICES on meaning and TONE and on the text as a whole.				HOME

	GUIDING PRINCIPLE FOR READING LITERATURE			Interdisciplinary		
			ic sentences, paragraphs and larger por-	Literacy Practices		
	tions of the text relate to each o	other and the whole.				
		PROGRESSION		1	Recognize that text is anything that	
	RL.9-10.5	RL.11-12.5		_	communicates a message.	
	Analyze how an author's	Analyze how an author's choic-			Freedow downloss and reference	
	choices concerning how to	es concerning how to structure		2	Employ, develop and refine schema to understand and create text.	
	structure a text, order events	specific parts of a text contrib-			to understand and create text.	
	within it and manipulate time	ute to its overall structure and			View literacy experiences as transac-	
	create such effects as mys-	meaning as well as its aesthetic		3	tional, interdisciplinary and transfor-	
	tery, tension or surprise.	impact.			mational.	
	Μ	ULTIDIMENSIONALITY - RL.11-1	2.5		Utilize receptive and expressive lan-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				guage arts to better understand self,	
	Analyze how an author's choice	es concerning how to STRUCTURE S	SPECIFIC PARTS OF A TEXT contribute to	others and the world.		
└──┚┛	its overall structure and meaning as well as its aesthetic impact.				Apply strategic practices, with	
				5	scaffolding and then independently,	
					to approach new literacy tasks.	
	GUIDIN	NG PRINCIPLE FOR READING LITI	ERATURE			
				6	Collaborate with others to create	
M	<b>6.</b> Students will analyze how point	int of view, perspective and purpose shape the content and style of a text.			new meaning.	
		PROGRESSION			Utilize digital resources to learn and	
	RL.9-10.6	RL.11-12.6		7	share with others.	
					share with others.	
	Analyze a particular author's	Analyze how point of view and			Engage in specialized, discipline-	
	perspective or cultural experi- ence reflected in a work of	perspective are used to manip- ulate the reader for a specific		8	specific literacy practices.	
	literature by drawing on a	purpose or effect, including but				
	wide reading of world litera-	not limited to satire, sarcasm,			Apply high level cognitive processes	
	ture.	irony and understatement.		9	to think deeply and critically about	
	ture.	nony and understatement.			text.	
	MULTIDIMENSIONALITY - RL.11-12.6					
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro-	
	Analyze how POINT OF VIEW At	ND PERSPECTIVE are used to manin	ulate the reader for a specific purpose		motes lifelong learning.	
		ed to SATIRE, SARCASM, IRONY AN			HOME	
	or effect, including but not inflited to SATINE, SARCASIN, INONT AND ONDERSTATEMENT.			HOME		

	NG PRINCIPLE FOR READING LIT	ERATURE non-print forms of text found in diverse		Interdisciplinary 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-	Analyze diverse media interpre- tations of a story, drama or po- em, evaluating how each ver-		2	Employ, develop and refine schema to understand and create text.
ums, including what is empha- sized or absent in each treat- ment.	sion interprets the source 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.
Analyze DIVERSE MEDIA INTERF	PRETATIONS OF A STORY, DRAMA C	OR POEM, evaluating how each version	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.
<ul> <li>8. Students will delineate and evaluation</li> <li>validity, reasoning, relevance ar</li> </ul>		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.
M	ULTIDIMENSIONALITY - RL.11-1	.2.8		
Green (italic) = Comp (Not applicable to literature)	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
				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.

### Interdisciplinary **Literacy Practices**

		PROGRESSION		1	Recognize that text is anything that communicates a message.
	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-
		ULTIDIMENSIONALITY - RL.11-1		3	tional, interdisciplinary and transfor- mational.
]	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Demonstrate knowledge of various time periods to analyze how TWO OR MORE TEXTS FROM THE SAME PERIOD treat similar themes or topics.				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<b>}</b>	GUIDING PRINCIPLE FOR READING LITERATURE     10. Students will read, comprehend and analyze complex literary texts independently and proficiently.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	RL.9-10.10	PROGRESSION RL.11-12.10		6	Collaborate with others to create new meaning.
	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- 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		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	<b>JLTIDIMENSIONALITY - RL.11-12</b>	2.10		

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, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.

HOME

motes lifelong learning.

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Develop a literacy identity that pro-

	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></u> <u>RI.11-</u> <u>12.9</u>	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	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	10	Develop a literacy identity that pro- motes lifelong learning.	
<b><u>12.10</u></b> read, comprehend, and analyze grade-level appropriate, complex informational texts indeper and proficiently.			HOME	

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT		Interdisciplinary	
<b>1.</b> 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 RI.9-10.1 RI.11-12.1	1	Recognize that text is anything that communicates a message.	
Cite relevant and thoroughCite relevant and thorough tex-textual evidence to supporttual evidence to support analy-analysis of what the text sayssis of what the text says explic-	2	Employ, develop and refine schema to understand and create text.	
explicitly as well as inferences itly as well as inferences drawn drawn from the text. from the text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
MULTIDIMENSIONALITY - RI.11-12.1         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	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
well as inferences drawn from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
2. 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 RI.9-10.2 RI.11-12.2	7	Utilize digital resources to learn and share with others.	
Determine central ideas of a Determine two or more central ideas of a text and analyze in detail their ideas of a text and analyze their development over the course filled by the base of	8	Engage in specialized, discipline- specific literacy practices.	
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.	
MULTIDIMENSIONALITY - RI.11-12.2         Green (italic) = Comprehension         Purple (bold) = Analysis         MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.	
<b>Determine</b> 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	

#### **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.

				-
PROGRESSION				Recognize that text is anything that
RI.9-10.3	RI.11-12.3		1	communicates a message.
Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over		2	Employ, develop and refine schema to understand and create text.
which the points are made, how they are introduced and developed and the connections that are drawn between them.	the course of the text.		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
MULTIDIMENSIONALITY - RI.11-12.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze a COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS and explain how specific individuals, ideas or			4	Utilize receptive and expressive lan guage arts to better understand sel others and the world.
events interact and develop over the course of the text.			5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
<b>4.</b> 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.
RI.9-10.4	PROGRESSION RI.11-12.4		7	Utilize digital resources to learn and share with others.
Determine the meaning of words and phrases as they are used in a text, including figura- tive, connotative and technical	s and phrases as they are in a text, including figura- connotative and technical nings; analyze the cumula- mpact of specific wordand phrases as they are used in a text, including figurative, conno- text, including figurative, conno- tative and technical meanings; analyze how an author uses and refines the meaning of a key		8	Engage in specialized, discipline- specific literacy practices.
meanings; analyze the cumula- tive impact of specific word choices on meaning and tone.			9	Apply high level cognitive processe to think deeply and critically about text.
MULTIDIMENSIONALITY - RI.11-12.4			10	Develop a literacy identity that pro- motes lifelong learning.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, including figurative, connotative,				
and technical meanings; analyze how an author uses and refines THE MEANING OF A KEY TERM OR TERMS over the course of a text.				HOME
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GUIDI	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			Interdisciplinary
<b>5.</b> 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.				Literacy Practices
RI.9-10.5	PROGRESSION RI.11-12.5		1	Recognize that text is anything that communicates a message.
Analyze in detail how an au- thor's ideas or claims are de- veloped and refined by partic-	ideas or claims are de- tiveness of the structure an au-		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.
Green (italic) = Con Analyze and evaluate the effect	<b>MULTIDIMENSIONALITY - RI.11-1</b> <i>oprehension</i> <b>Purple (bold) = Analysis ctiveness of</b> the structure an author		4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		se shape the content and style of a text.	6	Collaborate with others to create new meaning.
RI.9-10.6	PROGRESSION RI.11-12.6		7	Utilize digital resources to learn and share with others.
Determine an author's point of view, perspective and pur- pose in a text and analyze how an author uses rhetoric	v, perspective and pur- a text and analyzeview, perspective and purpose in a text in which the rhetoric is		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.
Green (italic) = Con Determine an author's POINT (	-	MAROON (CAPS) = CONTENT E in a text in which the RHETORIC is par-	10	Develop a literacy identity that pro- motes lifelong learning.
ticularly effective, analyzing ho	w style and <i>content</i> contribute to th	ne effectiveness of the text.		HOME

#### **GUIDING PRINCIPLE FOR 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.9-10.7 RI.11-12.7 Analyze various accounts of a Integrate and evaluate multiple Employ, develop and refine schema 2 subject presented in different sources of information presentto understand and create text. print and non-print formats, ed in different print and non-View literacy experiences as transacdetermining which details are print formats in order to ad-3 tional, interdisciplinary and transfordress a question or solve a emphasized in each account. mational. problem. Utilize receptive and expressive lan-**MULTIDIMENSIONALITY - RI.11-12.7** 4 guage arts to better understand self, Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT others and the world. Integrate and evaluate MULTIPLE SOURCES OF INFORMATION presented in different print and non-print Apply strategic practices, with formats in order to address a guestion or solve a problem. 5 scaffolding and then independently, to approach new literacy tasks. **GUIDING PRINCIPLE FOR 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.9-10.8 RI.11-12.8 Evaluate the argument, spe-Evaluate the argument, specific Engage in specialized, discipline-8 cific claims and evidence in a claims and evidence in a text, specific literacy practices. text, assessing the validity, assessing the validity, reasonreasoning, relevancy and ing, relevance and sufficiency; Apply high level cognitive processes sufficiency of the evidence; analyze false statements and 9 to think deeply and critically about identify false statements and fallacious reasoning. text. fallacious reasoning. Develop a literacy identity that pro-**MULTIDIMENSIONALITY - RI.11-12.8** 10 motes lifelong learning. Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE in a text, assessing the validity, reasoning, rele-

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vance and sufficiency; analyze false statements and FALLACIOUS REASONING.

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

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		Decoming that tout is any thing that
	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.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>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-</li> </ul>	2	Employ, develop and refine schema to understand and create text.
<u>C.11-</u> <u>12.1</u>	<ul> <li>terclaims, reasons and evidence.</li> <li>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.</li> </ul>	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.
	<ul> <li>e. Establish and maintain a task appropriate writing style.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>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</li> </ul>	5	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.	6	Collaborate with others to create new meaning.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>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 use-</li> </ul>	7	Utilize digital resources to learn and share with others.
<u>C.11-</u>	<ul> <li>ful to aiding comprehension.</li> <li>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.</li> <li>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.</li> <li>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
<u>12.2</u>		9	Apply high level cognitive processes to think deeply and critically about text.
	<ul><li>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.</li><li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul> <li>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.</li> </ul>		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-	1	communicates a message.
	<ul> <li>porting a claim.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. 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.</li> </ul>		Employ, develop and refine schema to understand and create text.
			View literacy experiences as transac- tional, interdisciplinary and transfor-
<u>C.11-</u> 12.3	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to devel- op experiences, events and/or characters.		mational. Utilize receptive and expressive lan-
12.5	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.	4	guage arts to better understand self, others and the world.
	<ul> <li>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> <li>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.</li> <li>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.</li> </ul>		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			Collaborate with others to create
	Production and Distribution		new meaning.
<u>C.11-</u> <u>12.4</u>	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-
<u>C.11-</u> 12.5	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 multiple sources on the subject, demonstrating understanding of the subject under investigation. 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-		specific literacy practices.
<u>C.11-</u> <u>12.6</u>			Apply high level cognitive processes to think deeply and critically about text.
12.0	ance on any one source and following a standard format for citation.	10	Develop a literacy identity that pro-
	Range of Writing	10	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**

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.

			Recog
	PROGRESSION	1	comm
C.9-10.1	C.11-12.1		
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	Emplo to unc
reasoning and relevant and sufficient evidence.	ing and relevant and sufficient evi- dence.	3	View l tional, matio
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 guage others
style are appropriate to task, purpose and audience.	are appropriate to task, pur- pose and audience.	5	Apply scaffo to app
<ul> <li>b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organi-</li> </ul>	<ul> <li>Introduce precise, knowledgea- ble claim(s), establish the sig- nificance of the claim(s), distin- guish the claim(s) from alter-</li> </ul>	6	Collab new m
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 share
and evidence.	terclaims, reasons and evi- dence.	8	Engag specifi
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	9	Apply to thir text.
and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, val-	10	Develo motes
	ues and possible biases.		[

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. Collaborate with others to create new meaning.					
6						
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.						
<b>10</b> Develop a literacy identity that promotes lifelong learning.						
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PROGRESSION					Interdisciplinary
	C.9-10.1	C.11-12.1			.iteracy Practices
	<ul> <li>a. Link the major sections of the text cohesively, and clarify the relation- ships among claim(s),</li> </ul>	<ul> <li>Use words, phrases and clauses as well as varied syn- tax to link the major sections of the text, create cohesion,</li> </ul>		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 evidence and between claim		2	Employ, develop and refine schema to understand and create text.
	e. Establish and maintain a	(s) and opposing claims.		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.
	<ul> <li>Provide a concluding statement or section that follows from and sup- ports the argument pre- sented.</li> </ul>	<ul> <li>Provide a concluding state- ment or section that follows from and supports the argu- ment presented.</li> </ul>		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	lanning, revising, ed-ning, revising, editing, re-ting, rewriting or trying awriting or trying a new ap-ew approach, focusingproach, focusing on address-in addressing what ising what is most significanthost significant for afor a specific purpose andpecific purpose and au-audience	writing or trying a new ap- proach, focusing on address-	7	Utilize digital resources to learn and share with others.
	on addressing what is most significant for a specific purpose and au- dience.			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	<b>1</b> 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.				
<b>10</b> Develop a literacy identity that promotes lifelong learning.					
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### **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.

	PROGRESSION			Recognize that text is anything that
C.9-10.2	C.11-12.2		1	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.
<ul> <li>a. Produce writing in which the development and or- ganization are appropriate</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style</li> </ul>		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.
<ul> <li>Introduce a topic; organize complex ideas, concepts and information to make</li> </ul>	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,	<ul> <li>Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, extend- ed definitions, concrete details,</li> </ul>		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.	s or other infor- d examples ap- so the audience'squotations or other infor- mation and examples appropri- ate to the audience's		10	Develop a literacy identity that pro- motes lifelong learning.
	knowledge of the topic.			HOME

			PROGRESSION		Interdisciplinary
	C.9-10.2		C.11-12.2		
d.	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	<b>Literacy Practices</b> Recognize that text is anything that communicates a message.
e.	ideas and concepts. Use precise language and	e.	ideas and concepts. Use precise language, domain-	2	Employ, develop and refine schema to understand and create text.
с.	domain-specific vocabulary to manage the complexity of the topic.	с.	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	f.	complexity of the topic. Establish and maintain a for- mal 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.
g.	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.
h.	Develop and strengthen	h.		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-	liting, re-revising, editing, rewriting ora new ap-trying a new approach, focus-on ad-ing on addressing what is	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.
					HOME

MULTIDIMENSIONALITY - 11-12.12		Interdisciplinary
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 <i>are appropri</i> -	1	Recognize that text is anything that communicates a message.
ate to task, purpose and audience.		· · · · ·
<b>b.</b> <i>Introduce a topic</i> ; 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.
<ul> <li>when useful to aiding comprehension.</li> <li>C. Develop the topic thoroughly by selecting the most significant and relevant <i>facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's</i></li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<ul> <li>knowledge of the topic.</li> <li>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.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. <b>Establish and maintain a formal style and objective tone</b> while attending to the norms and conven- tions of the discipline in which they are writing.	6	Collaborate with others to create new meaning.
<ul> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	7	Utilize digital resources to learn and share with others.
h. Develop and strengthen writing as needed by planning, revising, <i>editing</i> , rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		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 details and well-structured event sequences.

nique, wen-chosen details and wen-structured event sequences.			1	Recognize that text is anything that
PROGRESSION				communicates a message.
<b>C.9-10.3</b> Use narratives strategically in other modes of writing, utiliz-	<b>C.11-12.3</b> Use narratives strategically in other modes of writing, utilizing		2	Employ, develop and refine schema to understand and create text.
ing effective technique, well- chosen details and well- structured sequences for an intended purpose including	que, well-effective technique, well-chosenwell-details and well-structured se-tes for anquences for an intended pur-		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 sup- porting a claim.	ntroducing an issue and/or sup-		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
<ul> <li>Produce clear and coher- ent writing in which the development, organization and style are appropriate</li> </ul>	<ul> <li>Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur-</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
to task, purpose, and audi- ence.	<ul> <li>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.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/</li> </ul>		6	Collaborate with others to create new meaning.
<ul> <li>Engage and orient the reader by setting out a problem, situation or ob- servation, establishing one</li> </ul>			7	Utilize digital resources to learn and share with others.
or multiple point(s) of view and introducing a narrator and/or charac-			8	Engage in specialized, discipline- specific literacy practices.
<ul><li>ters; create a smooth pro- gression of experiences or events.</li><li>c. Use narrative techniques,</li></ul>			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			10	Develop a literacy identity that pro- motes lifelong learning.
and/or characters.	or characters.			HOME

Interdisciplinary

**Literacy Practices** 

PROGRESSION						
C.9-10.3	C.11-12.3			•		
d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build		1	<b>iteracy Practices</b> 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-	<ul> <li>Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc-</li> </ul>		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	<ul> <li>Provide a conclusion that explicitly connects the narra- tive's relevance to the intend- ed purpose of the writing.</li> </ul>		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.		
ing what is most significant 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.		
		Г		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	Develop a literacy identity that pro- motes lifelong learning.			
HOME				

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

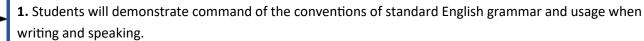
### **GUIDING PRINCIPLE FOR COMPOSITION**



**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 advanced searches effectively; assess the	Gather relevant information from multiple authoritative print and digi- tal sources, using advanced searches effectively; 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
-	Green (italic) = Comprehension <b>Purple (bold) = Analysis MAROON (CAPS) = CONTENT</b> 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-				scaffolding and then independently, to approach new literacy tasks.
	grate information into the text sele on any one source and <i>following a</i> s	ctively to maintain the flow of ideas, avoid tandard format for citation.	ling plagiarism and overreliance	6	Collaborate with others to create new meaning.
	GUIDI	NG PRINCIPLE FOR COMPOSITION		7	Utilize digital resources to learn and
2	<ol> <li>Students will compose routinely and audiences.</li> </ol>	over extended and shorter time frames t	or a variety of tasks, purposes	/	share with others.
		PROGRESSION		8	Engage in specialized, discipline-
	C.9-10.7	C.11-12.7		0	specific literacy practices.
-	tended time frames and fram	npose routinely over extended time mes and shorter time frames for a range rask, purposes and audiences.		9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.				
		LTIDIMENSIONALITY - C.11-12.7 chension Purple (bold) = Analysis MAROC	N (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Compose routinely over extended and audiences.		HOME		
	_				

	Language – Grades 11-12		Interdisciplinary Literacy Practices
	Conventions of Standard English In both written and oral expression:	1	Recognize that text is anything that communicates a message.
<u>L.11-</u> <u>12.1</u>	<ul> <li>a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ul>	2	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	4	Utilize receptive and expressive lan- guage arts to better understand self,
<u>L.11-</u> <u>12.3</u>	<ul> <li>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.</li> <li>a. Apply an understanding of syntax to the study of complex texts when reading.</li> <li>b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</li> </ul>		others and the world. 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		Collaborate with others to create
		6	new meaning.
	<ul><li>11-12 reading and content, choosing flexibility from an array of strategies</li><li>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.</li></ul>	6 7	
<u>L.11-</u> <u>12.4</u>	<ul><li>11-12 reading and content, choosing flexibility from an array of strategies</li><li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a</li></ul>		new meaning. Utilize digital resources to learn and
	<ul> <li>11-12 reading and content, choosing flexibility from an array of strategies</li> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials to find the pronunciation of a word or deter-</li> </ul>	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-
	<ul> <li>11-12 reading and content, choosing flexibility from an array of strategies</li> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>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.</li> <li>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</li> </ul>	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



	L.9-10.1	PROGRESSION L.9-10.1 L.11-12.1		1	Recognize that text is anything that communicates a message.
	In both written and oral expression: a. Demonstrate appropriate	In both written and oral expression: a. Demonstrate the under-		2	Employ, develop and refine schema to understand and create text.
	<ul><li>b. Demonstrate appropriate</li></ul>	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,	<ul><li>be contested.</li><li>b. Resolve issues of complex or contested usage, consulting</li></ul>		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.
		ILTIDIMENSIONALITY - L.11-12.1 ehension Purple (bold) = Analysis Ma	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			
L.9-10.2	L.11-12.2		1	Recognize that text is anything that communicates a message.
When writing: a. Demonstrate appropriate	When writing: a. Demonstrate command of		2	Employ, develop and refine schema to understand and create text.
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.
<ul> <li>Demonstrate appropriate use of a colon to introduce a list or quotation.</li> </ul>			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>Demonstrate appropriate use of strategies and re-</li> </ul>			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.
	LTIDIMENSIONALITY - L.11-12.2 chension Purple (bold) = Analysis M	AROON (CARS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
When writing:			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.

	L				Recognize
		PROGRESSION		1	communica
	L.9-10.3	L.11-12.3			
	Apply knowledge of language to	Apply knowledge of language to			Employ, de
	understand how language func-	understand how language func-		2	to understa
	tions in different contexts, to	tions in different contexts, to			
	make effective choices for	make effective choices for			View litera
	meaning or style and to com-	meaning or style and to compre-		3	tional, inte
	prehend more fully when read-	hend more fully when reading			mational.
	ing or listening.	or listening.			Utilize rece
				4	guage arts
					others and
	a. Write and edit work so that	a. Apply an understanding of			Apply strat
	it conforms to the guide-	syntax to the study of com-		5	scaffolding
	lines in a style manual ap-	plex texts when reading.			to approac
	propriate for the discipline				
	and writing type.	b. Vary syntax for effect in		6	Collaborate
		writing and speaking, con-		_	new meani
		sulting references for guid-			
		ance as needed.		7	Utilize digit
					share with
					Engage in s
	MU	LTIDIMENSIONALITY - L.11-12.3		8	specific lite
1	Green (italic) = Compre	ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT		specific fite
			· · ·		Apply high
				9	to think de
		iderstand how language functions in d		-	text.
	choices for meaning or style and to	comprehend more fully when readin	g or listening.		
	a. Apply an understanding of sy	untax to the study of complex texts	when reading.	10	Develop a
			-	10	motes lifel
	b. Vary syntax for effect in writi	ing and speaking, consulting referen	ces jor guiaance as needed.		
					HC

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 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.

PROGRESSION
PRUGRENNUM

P

		PROGRESSION	
	L.9-10.4	L.11-12.4	
	Determine or clarify the mean-	Determine or clarify the mean-	
	ing of unknown and multiple-	ing of unknown and multiple-	
	meaning words and phrases	meaning words and phrases	
	based on grades 9-10 reading	based on grades 11-12 reading	
	and content, choosing flexibly	and content, choosing flexibly	
	from an array of strategies.	from an array of strategies.	
	a. Use context (e.g., the over-	a. Use context (e.g., the overall	
	all meaning of a sentence,	meaning of a sentence, par-	
	paragraph, or text; a word's	agraph, or text; a word's	
I	position or function in a	position or function in a sen-	
	sentence) as a clue to the	tence) as a clue to the	╞
	meaning of a word or	meaning of a word or	
	phrase.	phrase.	
	b. Identify and correctly use	b. Identify and correctly use	
	patterns of word changes	patterns of word changes	
	that indicate different	that indicate different	
	meanings or parts of	meanings or parts of	
	speech.	speech.	
		c. Consult general and special-	
	c. Consult general and special-	ized reference materials to	
	ized reference materials to	find the pronunciation of a	
	find the pronunciation of a	word or determine or clarify	
	word or determine or clarify	its precise meaning or its	
	its precise meaning or its	part of speech.	
	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 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	
	L.9-10.4	L.11-12.4				
	d. Acquire and use accurately	d. Acquire and use accurately			Literacy Practices	
	general academic and do-	general academic and do-			Recognize that text is anything that	
	main-specific words and	main-specific words and		1	communicates a message.	
	phrases, sufficient for read-	phrases, sufficient for read-				
	ing, writing, speaking, and	ing, writing, speaking, and		-	Employ, develop and refine schema	
	listening at the college and	listening at the college and		2	to understand and create text.	
	career readiness level;	career readiness level;				
	demonstrate independence	demonstrate independence		•	View literacy experiences as transac-	
	in gathering vocabulary	in gathering vocabulary		3	tional, interdisciplinary and transfor-	
	knowledge when consider-	knowledge when consider-			mational.	
	ing a word or phrase im-	ing a word or phrase im-		_	Utilize receptive and expressive lan-	
	portant to comprehension	portant to comprehension		4	guage arts to better understand self,	
	or expression.	or expression.			others and the world.	
					Apply strategic practices, with	
				5	scaffolding and then independently,	
	MU	LTIDIMENSIONALITY - L.11-12.4			to approach new literacy tasks.	
	Green (italic) = Compre	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT		Collaborate with others to create	
				6	new meaning.	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11					
	<ul> <li>-12 reading and content, choosing flexibly from an array of strategies.</li> <li>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function</li> </ul>			-	Utilize digital resources to learn and	
				7	share with others.	
	in a sentence) as a clue to the meaning of a word or phrase.					
				8	Engage in specialized, discipline-	
	b. Identify and correctly use patte	erns of word changes that indicate d	ifferent meanings or parts of speech.	U	specific literacy practices.	
	c. Consult general and specialized	d reference materials to find the pro	nunciation of a word or determine or		Apply high level cognitive processes	
	clarify its precise meaning or its part of speech.				to think deeply and critically about	
	d. Acquire and use accurately ge	eneral academic and domain-specifi	c words and phrases, sufficient for	9	text.	
			readiness level; demonstrate inde-			
	pendence in gathering vocabu	lary knowledge when considering a	a word or phrase important to com-		Develop a literacy identity that pro-	
	prehension or expression.			10	motes lifelong learning.	
					HOME	

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

P

				-
	PROGRESSION		1	Recognize that text is anything that
L.9-10.5	L.11-12.5		1	communicates a message.
Demonstrate understanding of,	Demonstrate understanding of,			
figurative language, word rela-	figurative language, word rela-		2	Employ, develop and refine schema
tionships and nuances in word	tionships and nuances in word		2	to understand and create text.
meanings.	meanings.			View literacy experiences as transac-
			3	tional, interdisciplinary and transfor-
a. Interpret figures of speech	a. Interpret figures of speech		5	mational.
in context, including but not	in context, including but not			Utilize receptive and expressive lan-
limited to euphemism and	limited to hyperbole and		4	guage arts to better understand self,
oxymoron, and analyze	paradox, and analyze their		-	others and the world.
their rhetorical function in	rhetorical function in the			
the text.	text.		_	Apply strategic practices, with
			5	scaffolding and then independently,
b. Analyze nuances in the	b. Analyze nuances in the			to approach new literacy tasks.
meaning of words with simi-	meaning of words with simi-			Collaborate with others to create
lar denotations.	lar denotations.		6	new meaning.
			7	Utilize digital resources to learn and
	LTIDIMENSIONALITY - L.11-12.5		/	share with others.
Green (italic) = Compre	ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT		
			8	Engage in specialized, discipline-
Demonstrate understanding of f	igurative language word relationsh	ips and nuances in word meanings.	U	specific literacy practices.
	· · ·	ed to HYPERBOLE and PARADOX, and	0	Apply high level cognitive processes
analyze their rhetorical funct	ion in the text.		9	to think deeply and critically about
b. Analyze nuances in the mean	ing of words with similar denotatio	ins.		text.
				Develop a literacy identity that pro-
			10	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
<ul> <li>Intentionally choose print and non-print interdiscipli- nary texts to demonstrate the variety of ways in which authors can communicate meaning.</li> </ul>	<ul> <li>Recognize the author's perspective and intended meaning in creating the message in both print and non-print text.</li> <li>Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital.</li> </ul>



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

#### 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	
<ul> <li>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.</li> <li>Use engaging, interdisciplinary texts that prompt student action or inquiry.</li> </ul>	<ul> <li>Blend the information provided by multiple texts with schema to provide understanding.</li> <li>Use the literary experience to either change or inform an opinion or to take action.</li> </ul>	



#### 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
<ul> <li>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.</li> <li>Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated.</li> </ul>	<ul> <li>Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts).</li> <li>Engage actively in their listening, reading and viewing experiences.</li> </ul>

### 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	
<ul> <li>Offer and model various learning strategies for how to approach a new text.</li> <li>Provide opportunities for students to self-regulate by choosing appropriate strategies for a new task.</li> </ul>	<ul> <li>Use learning strategies to access unfamiliar or new literacy tasks.</li> <li>Decide which strategy best meets the need for a particular text or task.</li> </ul>	



### 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	
<ul> <li>Provide multiple opportunities for collaboration on a variety of texts.</li> <li>Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives.</li> </ul>	<ul> <li>Listen actively and respectfully to one another to refine understanding and broaden perspectives.</li> <li>Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives.</li> </ul>	

### 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	
<ul> <li>Instruct students on the ethical use of technology and credibility of digital sources.</li> <li>Provide students with multiple opportunities to learn, communicate and create using various digital resources.</li> </ul>	<ul> <li>Demonstrate ethical use of technology in learn- ing, communicating and creating.</li> <li>Critique digital sources to determine their accuracy and usefulness.</li> </ul>	



### 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.	<ul> <li>Employ discipline-specific approaches to interpret authentic texts.</li> <li>Create text according to conventions, processes, information and forms that are valued by the discipline.</li> </ul>	

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



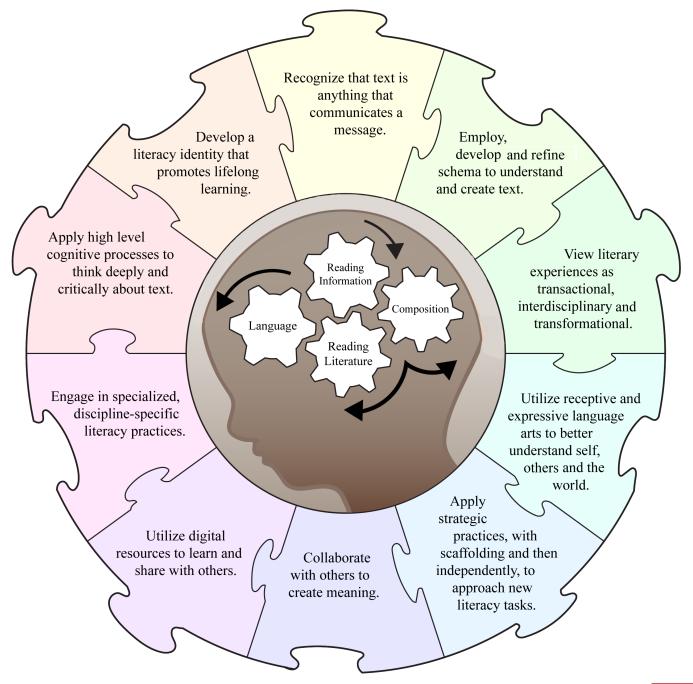
### 10. Develop a literacy identity that promotes lifelong learning.

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



**Interdisciplinary Literacy Practices Infographic** 



HOME

Reading - Foundational Skills		
	Print Concepts	
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	1
	a. Follow words from left to right, top to bottom and page by page.	
RF.K.1	b. Recognize that spoken words are represented in written language by specific sequences of letters.	2
	c. Recognize that words are separated by spaces in print.	3
	d. Recognize and name all upper- and lowercase letters of the alphabet.	⊢
RF.1.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	4
	<ul> <li>Recognize the distinguishing features of a sentence including first word, capitalization, spacing, ending punctuation.</li> </ul>	
Phonological Awareness		5
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	⊢
	a. Recognize and orally produce rhyming words.	e
	b. Count, pronounce, blend and segment syllables in spoken words.	⊢
RF.K.2	c. Blend and segment onsets and rimes of single-syllable spoken words.	7
	d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words.	
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new	2
	words.	
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	9
	a. Distinguish long from short vowel sounds in spoken single-syllable words.	⊢
RF.1.2	<ul> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> </ul>	1
	c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).	

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 - Foundational Skills		Interdisciplinary Literacy Practices	
	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 to understand and create text.
RF.K.3	b. Associate the long and short sounds with common spellings (graphemes) for the five major vow- els.	<u> </u>	View literacy experiences as transac
	c. Read common high-frequency words by sight.	3	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 scaffolding and then independently,
	b. Decode regularly spelled one-syllable words.	5	
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.	7	Utilize digital resources to learn and share with others.
	f. Read words with inflectional endings.		
	g. Recognize and read grade-appropriate irregularly spelled words.	0	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 to think deeply and critically about text.
	b. Know spelling-sound correspondences for additional common vowel teams.	9	
RF.2.3	c. Decode regularly spelled two-syllable words with long vowels.		
	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.	<u> </u>	
	f. Recognize and read grade-appropriate irregularly spelled words.	HOME	

### **Reading - Foundational Skills**

		-	
	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.	1	Recognize that text is anything that 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.
	<ul> <li>b. Decode multisyllabic words.</li> <li>c. Read grade-appropriate irregularly spelled words.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RF.4.3	<ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RF.5.3	<ul> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Fluency	6	Collaborate with others to create new meaning.
RF.K.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.	7	Utilize digital resources to learn and share with others.
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>b. Orally read grade-level text fluently on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
RF.2.4	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Orally read grade-level text fluently on successive readings.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		НОМЕ

### **Reading - Foundational Skills**

	Fluency	1	Recognize that text is anything that communicates a message.
RF.3.4	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	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.
RF.4.4	<ul><li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li><li>a. Read grade-level text with purpose and understanding.</li><li>b. Fluently read grade-level prose and poetry orally on successive readings.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		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.
		8	Engage in specialized, discipline- specific literacy practices.
RF.5.4	<ul> <li>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</li> <li>a. Read grade-level texts with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

Reading Standards for Literature			Interdisciplinary Literacy Practices	
	Key Ideas and Details			
	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.	
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.		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.	6	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 Key Ideas and Details		Interdisciplinary Literacy Practices	
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.
RL.5.2	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	
	<b>Principle 3</b> 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.	<u> </u>	to approach new literacy tasks.	
RL.5.3	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.6.3	their interaction over the course of the text. 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	Utilize digital resources to learn and 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- 10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	10	text. 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		

#### **Craft and Structure**

	Crait and Structure		Recognize that text is anything that
_	<b>Principle 4</b> 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	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	9	Apply high level cognitive processes to think deeply and critically about
RL.9-	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.
10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and	10	Develop a literacy identity that pro- motes lifelong learning.
RL.11- 12.4	connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.		HOME
			HOME

	Reading Standards for Literature		Interdisciplinary	
	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.	
RL.K.5	Recognize common structures of poems, stories and dramas.	2	Employ, develop and refine schema to understand and create text.	
RL.1.5	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-	
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in-	3	tional, interdisciplinary and transfor- 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.	
RL.3.5	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,	
RL.4.5	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	
RL.5.5	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.	
RL.6.5	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.	
RL.7.5	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.	8	Engage in specialized, discipline- specific literacy practices.	
RL.8.5	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.	
RL.9- 10.5	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.	
RL.11- 12.5	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	

# Interdisciplinary

## Literacy Practices

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

communicates a message.

mational.

Recognize that text is anything that

Employ, develop and refine schema

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Utilize receptive and expressive lan-

guage arts to better understand self,

scaffolding and then independently, to approach new literacy tasks.

Collaborate with others to create

Utilize digital resources to learn and

Engage in specialized, discipline-

Apply high level cognitive processes

to think deeply and critically about

Develop a literacy identity that pro-

specific literacy practices.

motes lifelong learning.

HOME

Apply strategic practices, with

others and the world.

new meaning.

text.

share with others.

to understand and create text.

#### **Integration of Knowledge and Ideas** 1 Guiding Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. With prompting and support, describe the relationship between illustrations and the story in which 2 **RL.K.7** they appear. RL.1.7 Use a story's illustrations and details to describe its characters, setting and events. 3 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of charac-RL.2.7 ters, setting and plot. 4 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not lim-RL.3.7 ited to creating mood, character and setting. 5 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 RL.4.7 when they listen or watch. 6 RL.5.7 Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts. 7 RL.6.7 Compare/contrast reading a print text and viewing its visual/oral presentation. Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects 8 RL.7.7 of techniques unique to each medium. Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs

 RL.8.7
 Analyze the extent to which a numed/live production of a story of drama stary nating to of departs from the text or script, evaluating choices made by the director or actors.
 9

 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

RL.11- Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter-12.7 prets the source text.

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	Reading Standards for Literature		Interdisciplinary Literacy Practices
	Integration of Knowledge and Ideas		
-	<b>Principle 8</b> 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-
RL.2.8	(Not applicable to literature)		mational.
RL.3.8	(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)	notes lifelong learning.	

to build known RL.K.9 <sup>W</sup> riv RL.1.9 Co RL.2.9 <sup>Co</sup> RL.3.9 <sup>Co</sup> sa	Integration of Knowledge and Ideas ciple 9 Students will analyze how two or more texts address similar themes or topics in order owledge or to compare the approaches the authors take. /ith prompting and support, compare/contrast the adventures and experiences of characters in sto- es.	1	Literacy Practices Recognize that text is anything that communicates a message.
to build known RL.K.9 <sup>W</sup> riv RL.1.9 Co RL.2.9 <sup>Co</sup> RL.3.9 <sup>Co</sup> sa	weldge or to compare the approaches the authors take. /ith prompting and support, compare/contrast the adventures and experiences of characters in sto- es.	1	
RL.K.9     ri       RL.1.9     Cold       RL.2.9     Cold       RL.3.9     Cold       RL.3.9     Cold       RL.4.9     Cold	es.		
RL.2.9 RL.3.9 Cu sa RL.3.9	ompare/contrast the adventures and experiences of characters in stories	2	Employ, develop and refine schema to understand and create text.
RL.3.9	ompare/contrast two or more versions of the same story by different authors or from different cul-	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
RI.4.9	ares. Compare/contrast the themes, settings and plots of stories written by the same author about the Came or similar characters.	4	mational. Utilize receptive and expressive lan- guage arts to better understand self,
	ompare/contrast themes, topics and patterns of events in stories, myths and traditional literature om different cultures.	5	others and the world. Apply strategic practices, with scaffolding and then independently,
<b>RL.5.9</b> C	ompare/contrast stories in the same genre on their approaches to similar themes and topics.	6	to approach new literacy tasks. Collaborate with others to create new meaning.
RL.6.9 C	ompare/contrast how various forms or genres of texts approach a similar theme or topic.	7	Utilize digital resources to learn and
RL.7.9	ompare/contrast a fictional portrayal and a historical account of the same period as a means to un- erstand how authors use history.	8	share with others. Engage in specialized, discipline-
RI.8.9	nalyze how a modern work of fiction draws on themes, patterns of events or character types from yths, traditional stories or religious works, including describing how the material is rendered new.	9	specific literacy practices. Apply high level cognitive processes to think deeply and critically about
RL.9- 10.9	nalyze how an author draws on and transforms source material in a specific work.	10	text. Develop a literacy identity that pro-
<b>RL.11-</b> D <b>12.9</b> p			motes lifelong learning.

# Interdisciplinary **Literacy Practices**

	Range of Reading and Level of Text Complexity		Recognize that text is anything that
-	Guiding Principle 10 Students will read, comprehend and analyze complex literary texts independently and pro- ficiently.		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. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-	6	Collaborate with others to create new meaning.
RL.3.10	ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	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.		HOME

#### Range of Reading and Level of Text Complexity

<b>Guiding Principle 10</b> 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
			Literacy Practices
-	Key Ideas and Details 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.		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	
Guiding	Key Ideas and Details		Recognize that text is anything that	
textual ev	<b>Principle 2</b> 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	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 e 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,	
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	others and the world. 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.	
	scientific or technical text based on specific information over the course of a text.	7	Utilize digital resources to learn and	
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.		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	

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

Reading Standards for Informational Text			Interdisciplinary	
	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.	-	to understand and create text. View literacy experiences as transac-	
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		tional, interdisciplinary and transfor- mational. Utilize receptive and expressive lan-	
	and how they contribute to the overall structure. Identify and describe informational text structures, including comparison, cause/effect and problem/	4	guage arts to better understand self, others and the world.	
RI.3.5	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,	
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.		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.	6	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
<b>Guiding F</b> style of a	Craft and Structure Principle 6 Students will analyze how point of view, perspective and purpose shape the content and text.	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 text.
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	Develop a literacy identity that pro- motes lifelong learning.
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.		HOME

### **Reading Standards for Informational Text**

	Integration of Knowledge and Ideas		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.
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	Apply strategic practices, with 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 text.
RI.9- 10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	10	Develop a literacy identity that pro-
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.	10	motes lifelong learning. <b>HOME</b>
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Reading Standards for Informational Text			Interdisciplinary
	Integration of Knowledge and Ideas		
-	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, 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 8Students 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.3Wiew literacy experiences as transact to and reate text.RI.2.8Describe how reasons support specific claims the author makes in a text.4Wiew literacy experiences as transact to and not and the verage and evidence to support particular claims the author makes in a text.4Wiew literacy experiences, with scaffolding and then independently to approach new literacy tasks.RI.4.8Explain how an author uses reasons and evidence to support particular claims the author makes in a text, text.6Collaborate with others to create new meaning.RI.5.8Explain how an author uses reasons and evidence to support particular claims in a text, distinguishing claims that are sup- ported by reasons and evidence from unsupported claims.6Collaborate with others to create new meaning.RI.6.8Identify 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.88RI.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.8<		Reading Standards for Informational Text Integration of Knowledge and Ideas	Interdisciplinary Literacy Practices	
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RI.4.8Explain how an author uses reasons and evidence to support particular claims the author makes in a text.SApply 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 			4	Utilize receptive and expressive lan- guage arts to better understand self,
RI.5.8which 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 supported 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-Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning.10Develop 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.4.8		5	Apply strategic practices, with scaffolding and then independently,
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RI.8.8sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.9Apprint rever 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, rele- vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.9Develop a literacy identity 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 identity 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.       Image: Develop a literacy identity that promotes in a text, assessing the validity, reasoning, relevance         RI.11-       Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance       Image: Develop a literacy identity that promotes lifelong learning.	RI.8.8		9	
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
	Integration of Knowledge and Ideas		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 RI.2.9	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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.	4	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

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

### **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, **RI.K.10** monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, RI.1.10 monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts. 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 RI.2.10 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, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to RI.3.10 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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-RI.4.10 portance) 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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-RI.5.10

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 Pr	inciple 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	<b>10.10</b> 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.
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

Handwriting Standards		Interdisciplinary Literacy Practices	
	sions regarding the placement of the handwriting curriculum within the school year should be made readiness and handwriting curriculum utilized.)	1	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.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<b>HW.1.1</b> Legibly print all upper- and lowercase letters and numerals with correc	Legibly print all upper- and lowercase letters and numerals with correct form.	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	2
	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	3
С.К.1	<ul><li>b. Introduce the topic.</li><li>c. Provide reasons with details to support the opinion.</li></ul>	4
	<ul><li>d. Use grade-appropriate transitions.</li><li>e. Provide a concluding idea.</li></ul>	5
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> <li>Compose opinion pieces, using a combination of drawing, dictating, writing and digital re-</li> </ul>	6
	sources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7
	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	8
C.1.1	<ul><li>b. Introduce the topic.</li><li>c. Provide reasons with details to support the opinion.</li></ul>	9
	<ul><li>d. Use grade-appropriate transitions.</li><li>e. Provide a concluding section.</li></ul>	1(
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	

# 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.		
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#### 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.	
C.2.1	b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	4
	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.	
C.3.1	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.	

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**

-	<b>Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	
	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per- spective with reasons and information.	Γ
	(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.	
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.	
	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.	
	Compace opinion pieces, using writing and digital resources, on tonics or toyts, supporting the writer's	-
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and 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. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	

- **C.5.1** b. 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.
  - c. Provide logically ordered 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, 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 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	
-	<b>Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	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.
	<ul> <li>ate to task, purpose and audience.</li> <li>b. Introduce claim(s), and organize the reasons and evidence clearly.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans formational.
C.6.1	<ul> <li>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.</li> <li>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>	4	Utilize receptive and expressive lan guage arts to better understand self, others and the world.
	<ul> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> <li>Compose arguments to support claims with clear reasons and relevant evidence.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	7	Utilize digital resources to learn an share with others.
	<ul> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</li> <li>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.7.1	<ul><li>demonstrating an understanding of the topic or text.</li><li>d. Use transitions to create cohesion and clarify the relationships among claims.</li><li>e. Establish and maintain a task appropriate writing style.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>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</li> </ul>	10	Develop a literacy identity that pro motes lifelong learning.
	addressed.	HOME	

	Composition		Interdisciplinary
	Text Types and Purposes		Literacy Practices
-	<b>Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or ing valid reasoning and relevant and sufficient evidence.	1	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 appro- priate 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.	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.1	<ul><li>and demonstrating an understanding of the topic or text.</li><li>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>e. Establish and maintain a task appropriate writing style.</li> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>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</li> </ul>	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.
	<ul> <li>ing and relevant and sufficient evidence.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	7	Utilize digital resources to learn and share with others.
	<ul> <li>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.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.9- 10.1	<ul> <li>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.</li> <li>d. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul><li>e. Establish and maintain a task appropriate writing style.</li><li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul>	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. 423		HOME

#### Text Types and Purposes

		<b>ciple 1</b> Students will compose arguments to support claims in an analysis of substantive topics or alid reasoning and relevant and sufficient evidence.	
		mpose arguments to support claims in an analysis of substantive topics or texts, using valid reason- g and relevant and sufficient evidence.	Γ
	a.	Produce clear and coherent writing in which the development, organization and style are appro- priate to task, purpose and audience.	F
	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.	ŀ
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.	L
	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 Turposes	
-	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
	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
	(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
С.К.2	<ul><li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li><li>b. Introduce the topic.</li></ul>	4
	c. Supply information to develop the topic.	
	<ul><li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li><li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li><li>f. Provide a concluding idea.</li></ul>	5
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6
	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
	(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.)	
	<ul> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	8
C.1.2	b. Introduce the topic.	
C.1.2	c. Supply information with detail to develop the topic.	9
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	
	<ul><li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li><li>f. Provide a concluding section.</li></ul>	10
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by	10
	planning, revising and editing.	

1	Recognize that text is anything that communicates a message.		
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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.		
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10	Develop a literacy identity that pro- motes lifelong learning.		
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### Text Types and Purposes

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

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.		
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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
<b>Guiding Principle 2</b> 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.
	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	Employ, develop and refine schema to understand and create text.
	<ul> <li>writing experience must utilize those digital resources.)</li> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.4.2	<ul> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> </ul>	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.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by plan- ning, revising, editing and rewriting.	6	Collaborate with others to create new meaning.
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>	7	Utilize digital resources to learn and share with others.
	<ul><li>writing experience must utilize those digital resources.)</li><li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li></ul>	8	Engage in specialized, discipline- specific literacy practices.
	Introduce a topic clearly, provide a general observation and focus and group related information logi- cally; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and exam- ples related to 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.	L	text.
	<ul> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul> <li>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.</li> </ul>		HOME

### Text Types and Purposes

	Text Types and Fulposes	
Guiding P	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.	
C.6.2	<ul> <li>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.</li> <li>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>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.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from the information or explanation presented.</li> <li>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.</li> </ul>	-
C.7.2	<ul> <li>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.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>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.</li> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> <li>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>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.</li> </ul>	-

1	Recognize that text is anything that communicates a message.		
2	Employ, develop and refine schema to understand and create text.		
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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.		
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#### Text Types and Purposes

<b>Guiding Principle 2</b> 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.					
	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.				
	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 clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.				
	<ul> <li>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</li> </ul>	4			
C.8.2	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.				
	f. Establish and maintain a formal style.				
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.				
	<ul> <li>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.</li> </ul>	7			
	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 con-	8			
	tent.				
	a. Produce writing in which the development and organization are appropriate to task and purpose.	9			
C.9- 10.2	b. Introduce a topic; organize complex ideas, concepts and information to make important connec-				
10.2	tions and distinctions; include formatting, graphics and multimedia when useful to aiding compre- hension.				
	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.				
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5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.				
6	Collaborate with others to create new meaning.				
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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

<b>Guiding Principle 2</b> 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.				
	<ul> <li>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.</li> <li>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> </ul>			
C.9-	<ul> <li>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.</li> </ul>			
10.2	g. Provide a concluding statement or section that follows from and supports the information or ex- planation presented.			
	<ul> <li>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.</li> </ul>			
	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor- mation 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 appro- priate 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 mul- timedia when useful to aiding comprehension.			
	c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended defini-			
C.11-	tions, concrete details, quotations or other information and examples appropriate to the audi- ence'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 con- ventions of the discipline in which they are writing.			
	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.			
	approach, focusing on addressing what is most significant for a specific purpose and addience.			

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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	
	<b>Guiding Principle 3</b> 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 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 schema to understand and create text.	
	tails 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.)	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.	
С.К.З	<ul> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>b. Recount a single event.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul><li>c. Include details which describe actions, thoughts, emotions.</li><li>d. Create a sense of closure.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	<ul> <li>e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>	6	Collaborate with others to create new meaning.	
	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 and share with others.	
	<ul> <li>(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.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organiza-</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.	
C.1.3	<ul> <li>b. Recount a single event or multiple events, memories or ideas.</li> <li>c. Include details which describe actions, thoughts, emotions.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
	<ul> <li>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure.</li> <li>f. With guidance and support from pages and edults, doublen and strengthen writing as paged by</li> </ul>	10	Develop a literacy identity that pro- 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	
	<b>Guiding Principle 3</b> 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 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.	
	<ul> <li>(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.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organiza-</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.	
C.2.3	<ul><li>tion are appropriate to task and purpose.</li><li>b. Recount a single event or multiple events , memories or ideas.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul> <li>c. Include details which describe actions, thoughts, emotions.</li> <li>d. Use temporal words and phrases to signal event order.</li> <li>e. Create a sense of closure.</li> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by</li> </ul>	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. (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.	
	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.	
C.3.3	<ul> <li>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure.</li> <li>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
	<ul><li>d. Use temporal words and phrases to signal event order.</li><li>a. Create a sense of closure that follows the narrated experiences or events.</li></ul>	10	Develop a literacy identity that pro- motes lifelong learning.	
	<ul> <li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ul>		HOME	

	Composition		Interd
	Text Types and Purposes		Literad
-	<b>Principle 3</b> Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recogniz commun
	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, to under
C.4.3	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	3	View lite tional, in mationa
	<ul> <li>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.</li> <li>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> </ul>	4	Utilize re guage ar others a
	<ul> <li>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</li> <li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> </ul>	5	Apply str scaffoldi to appro
	<ul> <li>f. Provide a conclusion that follows the narrated experiences or events.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	6	Collabor new mea
C.5.3	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 di share wi
	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	8	Engage i specific l
	<ul> <li>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.</li> <li>c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence</li> </ul>	9	Apply hig to think text.
	<ul><li>of events.</li><li>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>f. Provide a conclusion that follows the narrated experiences or events.</li></ul>	10	Develop motes lif
	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.		Н

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		
	Text Types and Purposes		Literacy Practices	
-	<b>Principle 3</b> 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.	
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
C.6.3	C. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul> <li>setting to another.</li> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</li> <li>f. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	<ul> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>	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.	
	<ul> <li>a. Produce clear and conferent writing in which the development, organization and style are appropriate ate to task, purpose and audience.</li> <li>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.</li> </ul>	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.	9	Apply high level cognitive processes to think deeply and critically about	
	<ul> <li>Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	5	text.	
	<ul> <li>e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	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. 434		HOME	

Composition		Interdisciplinary	
Text Types and Purposes			Literacy Practices
	<b>rinciple 3</b> 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.
	<ul> <li>Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>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.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.3	<ul> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</li> <li>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.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</li> </ul>	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.
	<ul> <li>priate to task, purpose and audience.</li> <li>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.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.9-10.3	<ul> <li>C. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li> <li>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> <li>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
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.			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	2
	issue and/or supporting a claim.	
	a. Produce clear and coherent writing in which the development, organization and style are appropri- ate to task, purpose and audience.	
	b. 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.	4
C.11- 12.3	<ul> <li>C. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li> </ul>	
	<ul> <li>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.</li> <li>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> </ul>	
	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.	5

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	
_	<b>Principle 4</b> 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.		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-
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.		specific literacy practices. 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.	HOME	

Composition		Interdisciplinary	
Production and Distribution of	Literacy Practices		
<b>Principle 4</b> 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.	
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.	
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-	
With guidance and support from adults, use a variety of digital resources to create and publish prod- ucts, including in collaboration with peers.		mational. Utilize receptive and expressive lan- guage arts to better understand self,	
With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	others and the world.	
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.	
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.	
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.	
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.	
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	
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-	
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.	
	rinciple 4 Students will use digital resources to create and publish products as well as to interact and e with others. With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format. 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.	Production and Distribution of         Principle 4 Students will use digital resources to create and publish products as well as to interact and e with others.       1         With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.       2         With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.       3         With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.       4         With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.       5         With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.       6         Use digital resources to create and publish products as well as to interact and collaborate with others.       7         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         Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.       9         Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.       10         Use digital resources to create, publish and update	

#### Interdisciplinary **Composition Literacy Practices Research to Build and Present Knowledge** Recognize that text is anything that Guiding Principle 5 Students will conduct short as well as more sustained research projects based on focused 1 communicates a message. questions, demonstrating understanding of the subject under investigation. Employ, develop and refine schema С.К.5 2 With guidance and support, participate in shared research and writing projects. to understand and create text. View literacy experiences as transac-C.1.5 With guidance and support, participate in shared research and writing projects. 3 tional, interdisciplinary and transformational. C.2.5 Conduct shared research and writing projects that build knowledge about a topic. Utilize receptive and expressive lan-4 guage arts to better understand self, others and the world. C.3.5 Conduct short research projects that build knowledge about a topic. Apply strategic practices, with Conduct short research projects that build knowledge through investigation of different aspects of a 5 scaffolding and then independently, C.4.5 to approach new literacy tasks. topic. Conduct short research projects that use several sources to build knowledge through investigation of Collaborate with others to create C.5.5 6 different aspects of a topic. new meaning. Utilize digital resources to learn and C.6.5 Conduct short research projects to answer a question, drawing on several sources. 7 share with others. Conduct short research projects to answer a question, drawing on several sources and generating addi-C.7.5 Engage in specialized, disciplinetional related, focused questions for further research and investigation. 8 specific literacy practices. Conduct short research projects to answer a question (including a self-generated question), drawing on C.8.5 Apply high level cognitive processes several sources and generating new avenues for inquiry. 9 to think deeply and critically about Conduct short as well as more sustained research projects to answer a question (including a selftext. C.9-10.5 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. Develop a literacy identity that pro-10 motes lifelong learning. Conduct short as well as more sustained research projects to answer a question (including a self-C.11generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize 12.5 HOME multiple sources on the subject, demonstrating understanding of the subject under investigation.

Composition		Interdisciplinary	
	Research to Build and Present Knowledge		Literacy Practices
credibility	<b>Principle 6</b> 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 <i>v</i> hile 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		
	Range of Writing		Literacy Practices	
	<b>Principle 7</b> 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.	
С.К.7	(Begins in grade 3)	2	Employ, develop and refine schema to understand and create text.	
C.1.7	(Begins in grade 3)	3	View literacy experiences as transac- tional, interdisciplinary and transfor-	
C.2.7	(Begins in grade 3)		mational. Utilize receptive and expressive lan-	
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purpos- es and audiences.	4	guage arts to better understand self, others and the world.	
C.4.7	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.	
C.5.7	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.	
C.6.7	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.	
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	8	Engage in specialized, discipline-	
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		specific literacy practices. Apply high level cognitive processes	
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	to think deeply and critically about text.	
		10	Develop a literacy identity that pro- motes lifelong learning.	
C.11- 12.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	HOME		

#### **Conventions of Standard English**

<b>Guiding Principle 1</b> Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		
L.K.1When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs.b. regular plural nouns orally by adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.		
<ul> <li>When writing or speaking, demonstrate appropriate use of:</li> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>		
<ul> <li>In writing or speaking, demonstrate appropriate use of:</li> <li>a. collective nouns.</li> <li>b. frequently occurring irregular nouns.</li> <li>L.2.1 c. reflexive pronouns.</li> <li>d. past tense of frequently occurring irregular verbs.</li> <li>e. adjectives and adverbs in sentence formation.</li> <li>f. producing, expanding and rearranging complete simple and compound sentences.</li> </ul>		

# 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,
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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### Conventions of Standard English

<b>Guiding Principle 1</b> 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	<ul><li>b. regular plural nouns orally by adding /s/ or /es/.</li><li>c. interrogative sentences using who, what, where, when, why and how.</li></ul>		
	d. sentences using common prepositions. e. complete sentences.		
L.1.1	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.		
	<ul> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> </ul>		
	<ul><li>f. frequently occurring conjunctions in a sentence.</li><li>g. frequently occurring prepositions in a sentence.</li></ul>		
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.		
L.2.1	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns.		
	<ul><li>c. reflexive pronouns.</li><li>d. past tense of frequently occurring irregular verbs.</li><li>e. adjectives and adverbs in sentence formation.</li></ul>	1	
	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,		
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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	Conventions of Standard English		
<b>Guiding Principle 1</b> Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			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.
	<ul><li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li><li>b. Form and use regular and irregular plural nouns.</li><li>c. Use abstract nouns.</li></ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.3.1	<ul> <li>d. Form and use regular and irregular verbs.</li> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them de-</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>pending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound and complex sentences.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.4.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs.		Collaborate with others to create new meaning.
	<ul> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> </ul>	7	Utilize digital resources to learn and share with others.
	<ul><li>e. Use prepositional phrases.</li><li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li><li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li></ul>	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	<ul><li>b. Use the perfect verb tenses.</li><li>c. Use verb tense to convey various times, sequences, states and conditions.</li></ul>	10	Develop a literacy identity that pro- motes lifelong learning.
<ul> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> </ul>		HOME	

	Conventions of Standard English		
<b>Guiding Principle 1</b> 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.
	<ul><li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li><li>b. Form and use regular and irregular plural nouns.</li><li>c. Use abstract nouns.</li></ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.3.1	<ul> <li>d. Form and use regular and irregular verbs.</li> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them de-</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	<ul> <li>pending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound and complex sentences.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul> <li>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</li> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	6	Collaborate with others to create new meaning.
L.4.1		7	Utilize digital resources to learn and share with others.
		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	<ul> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> <li>b. Use the perfect verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states and conditions.</li> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
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#### **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: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. L.6.1 b. Recognize and correct inappropriate shifts in pronoun number and person. Recognize variations from standard English, and implement strategies to improve expression in C. conventional language. In both written and oral expression: Create sentences using correctly placed clauses and phrases. L.7.1 b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. In both written and oral expression: a. Identify verbals correctly based on their intended function. 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. In both written and oral expression: a. Demonstrate appropriate use of parallel structure. L.9b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participi-10.1 al, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. In both written and oral expression: L.11a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. 12.1 b. Resolve issues of complex or contested usage, consulting references as needed.

# 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.
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Conventions of Standard English

# Interdisciplinary

# Literacy Practices

<b>Guiding Principle 2</b> Students will demonstrate command of the conventions of standard English capitalization,		1	Recognize that text is anything that
punctuation and spelling when writing. When writing:			communicates a message.
L.K.2	<ul><li>a. Capitalize the first word in a sentence and the pronoun I.</li><li>b. Recognize and name end punctuation.</li><li>c. Write a letter or letters for most consonant and short-vowel sounds.</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> <li>When writing: <ul> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> </ul> </li> </ul>	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
L.1.2	<ul> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. When writing:	5	Apply strategic practices, with scaffolding and then independently,
L.2.2	<ul> <li>a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</li> </ul>	6	to approach new literacy tasks. Collaborate with others to create new meaning.
	<ul><li>c. Use apostrophe to form contractions and possessives.</li><li>d. Generalize spelling patterns.</li><li>e. Use reference materials to self-check and correct spelling.</li></ul>	7	Utilize digital resources to learn and share with others.
	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses.	8	Engage in specialized, discipline- specific literacy practices.
L.3.2	<ul> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</li> <li>f. Use spelling patterns and generalizations in writing words.</li> <li>g. Consult reference materials as needed to check and correct spellings.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
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	Develop a literacy identity that pro- motes lifelong learning.
c Use a comma before a coordinating conjunction in a compound sentence			HOME

Language			Interdisciplinary	
Conventions of Standard English			Literacy Practices	
-	<b>g Principle 2</b> Students will demonstrate command of the conventions of standard English capitalization, ation and spelling when writing.	1	Recognize that text is anything that communicates a message.	
	<ul><li>When writing:</li><li>a. Use punctuation to separate items in a series.</li><li>b. Use a comma to separate an introductory element from the rest of the sentence.</li></ul>	2	Employ, develop and refine schema to understand and create text.	
L.5.2	<ul> <li>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.</li> <li>d. Use underlining, quotation marks or italics to indicate titles of works.</li> <li>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.	
L.6.2	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestric- tive/parenthetical elements.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul> <li>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</li> <li>When writing:</li> <li>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
L.7.2	<ul> <li>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>	6	Collaborate with others to create new meaning.	
L.8.2	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</li> <li>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</li> </ul>	7	Utilize digital resources to learn and share with others.	
	<ul> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> <li>When writing:</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.	
L.9- 10.2	<ul> <li>a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.</li> <li>b. Demonstrate appropriate use of a colon to introduce a list or quotation.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and</li> </ul>	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	<ul> <li>a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.</li> </ul>		HOME	

Language		Interdisciplinary		
	Knowledge of Language		Literacy Practices	
-	<b>Principle 3</b> 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.	
	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
L.3.3		6	Collaborate with others to create new meaning.	
	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.	7	Utilize digital resources to learn and share with others.	
L.4.3		8	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	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers, slang</i>) used in stories, dra-</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.	
	mas or poems.		HOME	

### Knowledge of Language

<b>Guiding Principle 3</b> 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.			
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 wordi- ness and redundancy.		
L.8.3	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>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).</li> </ul>		
L.9- 10.3	<ul> <li>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.</li> <li>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</li> </ul>		
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.		

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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.	
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#### 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.

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#### 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.

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<ul> <li>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.</li> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</li> <li>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</li> </ul>
<ul> <li>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.</li> <li>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.</li> <li>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.</li> </ul>
<ul> <li>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.</li> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>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.</li> </ul>

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.
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Vocabulary Acquisition and Use				
<b>Guiding Principle 4</b> 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 or-		1	Recognize that text is anything that communicates a message.	
der to be transition ready.			Employ, develop and refine schema	
	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.	2	to understand and create text.	
	<ul> <li>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.</li> </ul>		View literacy experiences as transac- tional, interdisciplinary and transfor-	
L.6.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		mational.	
2.071	<ul> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> <li>d. Acquire and use accurately grade-appropriate general academic and domain-specific words and</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	phrases; gather vocabulary knowledge when considering a word or phrase important to comprehen- sion or expression.	_	Apply strategic practices, with	
	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.	5	scaffolding and then independently, to approach new literacy tasks.	
	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.	6	Collaborate with others to create new meaning.	
174	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		Ű	
L.7.4	C. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	7	Utilize digital resources to learn and share with others.	
	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.	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8		Apply high level cognitive processes	
	reading and content, choosing flexibly from an array of strategies.	9	to think deeply and critically about	
	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.	9	text.	
L.8.4	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 clarify the precise meaning of key words and phrases	10	Develop a literacy identity that pro- motes lifelong learning.	
	<ul> <li>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 comprehen- sion or expression.</li> </ul>		НОМЕ	

#### 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.

L.9- 10.4	<ul> <li>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.</li> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>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.</li> <li>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.</li> </ul>
L.11- 12.4	<ul> <li>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.</li> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>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.</li> <li>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.</li> </ul>

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

	<b>Principle 5</b> Students will demonstrate understanding of word relationships and nuances in word mean-
ings.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5	<ul> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> </ul>
	b. Demonstrate an understanding of verbs and adjectives and their antonyms.
	With guidance and support from adults, demonstrate understanding of word relationships and nuanc- es in word meanings.
L.1.5	a. Sort words into categories to classify relationships and to gain a sense of the concepts the catego- ries 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).
	Demonstrate understanding of word relationships and nuances in word meanings.
L.2.5	a. Demonstrate understanding of words by relating them to their synonyms and antonyms.
L.2.3	b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely re- lated adjectives (e.g., thin, slender).
Demonstrate understanding of word relationships and nuances in word meanings.	
1.2.5	a. Distinguish the literal and nonliteral meanings of words and phrases in context.
L.3.5	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.
	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings.
L.4.5	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.

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### Vocabulary Acquisition and Use

Guiding meaning	<b>Frinciple 5</b> Students will demonstrate understanding of word relationships and nuances in word	
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L.5.5	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages and proverbs.</li> </ul>	-
	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	
	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	
L.6.5	<ul> <li>ings.</li> <li>a. Interpret figurative language, including but not limited to personification, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul>	4
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.	
	<ul> <li>b. Use the relationship between particular words to improve understanding.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul>	
L.8.5	<ul> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>a. Interpret figurative language, including but not limited to irony, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> </ul>	7
	c. Distinguish among the connotations of words with similar denotations.	
	Demonstrate understanding of figurative language, word relationships and nuances in word mean- ings.	<u>۶</u>
L.9- 10.5	<ul><li>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</li><li>b. Analyze nuances in the meaning of words with similar denotations.</li></ul>	ģ
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	1
12.5	analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	

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#### **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

