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;

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- ◊ 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
- ◊ 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 Curriculum Framework* to inform development of curricula related to these courses. The *Model Curriculum Framework* encourages putting the student at the center of planning to ensure that:

> …the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.
>
> *(Model Curriculum Framework,* page 19*)*

Legal Basis

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

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

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

704 KAR 3:305 Minimum high school graduation requirements

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

704 KAR 8:020 Reading and Writing Standards

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

Senate Bill 1 (2017) Required Revision of Academic Standards

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

Standards Creation Process

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

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

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

WRITERS' VISION STATEMENT

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

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

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

Design Considerations

Guiding Principles and Grade-Specific Standards

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

Balance of Building Knowledge and Applying Skills and Strategies

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

Early Literacy

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

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

Interdisciplinary Literacy Practices

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

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

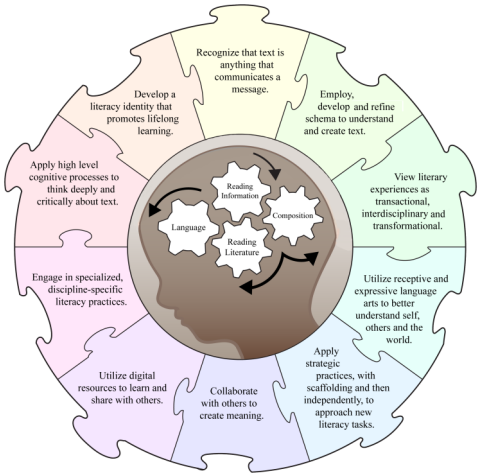

Figure 1 Interdisciplinary Literacy Practices Infographic

Multidimensionality

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

Distribution of Literary and Informational Text

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

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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 *Kentucky Model Curriculum Framework* 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	Reading Informational Text, Grade 5, Standard 5
Composition	C	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, Substandard c

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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.

Guiding Principles for Reading Literature and Informational Text

Key Ideas and Details	
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
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.
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
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.
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.
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
Integration of Knowledge and Ideas	
7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.
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.
Range of Reading and Level of Text Complexity	
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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	
Key Ideas and Details	
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.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a 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.
Craft and Structure	
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.
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.
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.
Integration of Knowledge and Ideas	
RI.2.7	Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
Range of Reading and Text Complexity	
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, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 process to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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

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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 students must access and apply when developing comprehension and performing 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 summarize or retell what has been read, knowing the grammar rule	Examples: critical reading to determine underlying meaning and purpose, determining WHY an author made particular choices, being able to effectively explain inferences and what is implied.

Example of a standard coded for multidimensionality:

RI.7.2	**Determine** CENTRAL IDEAS of a text and **analyze their development** through *citing textual evidence, paraphrasing or summarizing*.

Standard Breakdown

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

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.5.1

Green = *Comprehension* Purple = **Analysis** Maroon = CONTENT

QUOTE ACCURATELY FROM A TEXT when *explaining what the text says explicitly* and **when drawing inferences** from the text.

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

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

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

Standard Breakdown Key

Image	What it Represents	Meaning
	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 content, comprehension and analysis within the standard.

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Guiding Principles for Reading Literature and Informational Text

Key Ideas and Details	
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
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.
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	
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.
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.
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
Integration of Knowledge and Ideas	
7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.
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.
Range of Reading and Level of Text Complexity	
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Guiding Principles for Composition

Text Types and Purposes	
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	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	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution	
4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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.
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.
Range of Writing	
7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Guiding Principles for Language

Conventions of Standard English	
1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
Knowledge of Language	
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.
Vocabulary Acquisition and Use	
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.
5	Students will demonstrate understanding of word relationships and nuances in word meanings.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

HOME

Reading Foundational Skills – Kindergarten

Print Concepts	
RF.K.1	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. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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 words.
Phonics and Word Recognition	
RF.K.3	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 primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Literature - Kindergarten

Key Ideas and Details	
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.
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.
RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.
Craft and Structure	
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.K.5	Recognize common structures of poems, stories and dramas.
RL.K.6	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.K.8	(Not applicable to literature)
RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
RL.K.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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

	RL.K.1	RL.1.1
	With prompting and support, ask and answer explicit questions about key ideas and details, and make logical inferences to construct meaning from the text.	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.

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 logical inferences to construct meaning** 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.

PROGRESSION

	RL.K.2	RL.1.2
	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned, and/or moral.

MULTIDIMENSIONALITY - RL.K.2

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

With prompting and support, orally *recognize key details from a summary* to **demonstrate understanding of the** LESSON LEARNED **in the story**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

	RL.K.3	RL.1.3
	With prompting and support, identify characters, settings and major events in order to make meaning of the story development.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.

MULTIDIMENSIONALITY - RL.K.3

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

With prompting and support, *identify* CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY in order to **make meaning of the** *story development*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

	RL.K.4	RL.1.4
	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.

MULTIDIMENSIONALITY - RL.K.4

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

With prompting and support, *identify words and phrases* in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

	RL.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 to linear, nonlinear and circular structures.

MULTIDIMENSIONALITY - RL.K.5

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

Recognize common STRUCTURES OF POEMS, STORIES AND DRAMAS.

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.K.6	RL.1.6
	With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, identify who is telling the story at various points in a text.

MULTIDIMENSIONALITY - RL.K.6

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

With prompting and support, *identify* THE AUTHOR AND ILLUSTRATOR OF A STORY, and *explain how each tells the story*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

	RL.K.7	RL.1.7
	With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use a story's illustrations and details to describe its characters, setting and events.

MULTIDIMENSIONALITY - RL.K.7

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

With prompting and support, *describe the* **relationship** *between* ILLUSTRATIONS AND THE STORY IN WHICH THEY APPEAR.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RL.K.8	RL.1.8
	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.K8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

	RL.K.9	RL.1.9
	With prompting and support, compare/contrast the adventures and experiences of characters in stories.	Compare/contrast the adventures and experiences of characters in stories.

MULTIDIMENSIONALITY - RL.K.9

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

With prompting and support, **compare/contrast** *the adventures and experiences* of CHARACTERS in stories.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

	RL.K.10	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.	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.

MULTIDIMENSIONALITY - RL.K.10

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

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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Kindergarten

Key Ideas and Details	
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.
RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.K.3	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.
Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover and title page of a book.
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.
Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between visuals and the text.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.
Range of Reading and Level of Text Complexity	
RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

	RI.K.1	RI.1.1
	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	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.

MULTIDIMENSIONALITY - RI.K1

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

With prompting and support, *ask and answer explicit questions* about KEY CONCEPTS AND DETAILS, and **make logical inferences to construct meaning** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

	RI.K.2	RI.1.2
	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.

MULTIDIMENSIONALITY - RI.K2

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

With prompting and support, orally *recognize* KEY DETAILS *from a summary* to **demonstrate understanding of the** CENTRAL IDEA of a text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

	RI.K.3	RI.1.3
	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.

MULTIDIMENSIONALITY - RI.K.3

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

With prompting and support, *identify* the INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *presented over the course of a text*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

	RI.K.4	RI.1.4
	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.

MULTIDIMENSIONALITY - RI.K.4

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

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

	RI.K.5	RI.1.5
	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, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.

MULTIDIMENSIONALITY - RI.K.5

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

Identify the FRONT COVER, BACK COVER AND TITLE PAGE *of a book*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

	RI.K.6	RI.1.6
	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.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

MULTIDIMENSIONALITY - RI.K.6

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

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*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.K.7	RI.1.7
	With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.

MULTIDIMENSIONALITY - RI.K.7

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

With prompting and support, *describe the* **relationship** *between* VISUALS AND THE TEXT.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

	RI.K.8	RI.1.8
	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Identify the claim and the reasons an author gives to support the claim in a text.

MULTIDIMENSIONALITY - RI.K.8

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

With prompting and support, *identify the* CLAIM *and the* REASONS *an author gives* **to support** CLAIMS in a text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

	RI.K.9	RI.1.9
	With prompting and support, identify information from two or more texts on similar themes or topics.	Identify information from two or more texts on similar themes or topics.

MULTIDIMENSIONALITY - RI.K.9

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

With prompting and support, *identify information* from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

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

MULTIDIMENSIONALITY—RI.K.10

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

With prompting and support, **flexibly use a variety of comprehension strategies** *(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)* **to make sense of** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Handwriting - Kindergarten

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

HW. K.1	Print all upper and lowercase letters and numerals.

PROGRESSION

		HW.K.1	HW.1.1
		Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.

Interdisciplinary Literacy Practices

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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8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Kindergarten

Text Types and Purposes

C.K.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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.K.2	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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Kindergarten

Test Types and Purposes	
C.K.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event. 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.
Production and Distribution	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
Research to Build and Present Knowledge	
C.K.5	With guidance and support, participate in shared research and writing projects.
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
Range of Writing	
C.K.7	(Begins in grade 3)

Interdisciplinary Literacy Practices

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

HOME

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.

PROGRESSION

	C.K.1	C.1.1
	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 <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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION		C.K.1	C.1.1
		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.	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.

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

HOME

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*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

	C.K.2	C.1.2
	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. (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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes-to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
		C.K.2	C.1.2
		c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

	C.K.3	C.1.3
	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.	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not *every* writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION		C.K.3	C.1.3
		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.	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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

MULTIDIMENSIONALITY - C.K.3

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

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

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

a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.*

b. *Recount a single event*.

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*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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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

	C.K.4	C.1.4
	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.

MULTIDIMENSIONALITY - C.K.4

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

With guidance and support from adults, *explore a* VARIETY OF DIGITAL RESOURCES **to create and publish products, including in collaboration with peers.**

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

	C.K.5	C.1.5
	With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.

MULTIDIMENSIONALITY - C.K.5

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

With guidance and support, **participate in shared** RESEARCH **and writing projects**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

	C.K.6	C.1.6
	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.

MULTIDIMENSIONALITY - C.K.6

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**.

GUIDING PRINCIPLEF OR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

	C.K.7	C.1.7
	(Begins in grade 3)	(Begins in grade 3)

MULTIDIMENSIONALITY - C.K.7

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

(Begins in grade 3)

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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4	Utilize receptive and expressive language 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.
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9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Language – Kindergarten

Conventions of Standard English	
L.K.1	When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.
L.K.2	When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
L.K.3	(Begins in grade 2)
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. 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.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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
	When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

MULTIDIMENSIONALITY - L.K.1

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

When writing or speaking, *demonstrate appropriate use* of:

a. COMMON NOUNS AND VERBS.

b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.

c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WHY AND HOW.

d. SENTENCES USING COMMON PREPOSITIONS.

e. COMPLETE SENTENCES.

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

	L.K.2	L.1.2
	When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

MULTIDIMENSIONALITY - L.K.2

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

When writing:

a. *Capitalize* THE FIRST WORD IN A SENTENCE AND THE PRONOUN I.

b. *Recognize and name* END PUNCTUATION.

c. *Write a* LETTER OR LETTERS FOR MOST CONSONANT AND SHORT-VOWEL SOUNDS.

d. *Spell simple words phonetically, drawing on knowledge of* SOUND-LETTER RELATIONSHIPS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.K.3	L.1.3
	(Begins in grade 2)	(Begins in grade 2)

MULTIDIMENSIONALITY - L.K.3

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

(Begins in grade 2)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

	L.K.4	L.1.4
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. 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. 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.

MULTIDIMENSIONALITY - L.K.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 kindergarten reading and content.

a. *Identify* HOMOPHONES.
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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

	L.K.5	L.1.5
	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

MULTIDIMENSIONALITY - L.K.5

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

With guidance and support from adults, **explore word relationships and nuances in word meanings.**

a. **Sort common objects into categories** (e.g., shapes, foods) **to gain a sense of the concepts the categories represent.**

b. **Demonstrate an understanding of** VERBS AND ADJECTIVES **and their** ANTONYMS.

c. **Demonstrate an understanding of** VERBS AND ADJECTIVES **and their** SYNONYMS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Foundational Skills – Grade 1

Print Concepts	
RF.1.1	Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.
Phonological Awareness	
RF.1.2	Demonstrate understanding of spoken words, syllables and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).
Phonics and Word Recognition	
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Literature - Grade 1

Key Ideas and Details	
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.
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.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.
Craft and Structure	
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.
Integration of Knowledge and Ideas	
RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.
RL.1.8	(Not applicable to literature)
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.
Range of Reading and Level of Text Complexity	
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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RL.K.1	RL.1.1	RL.2.1
With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	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.	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.

MULTIDIMENSIONALITY - RL.1.1

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 and support logical inferences to construct meaning** 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.

PROGRESSION

RL.K.2	RL.1.2	RL.2.2
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	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.

MULTIDIMENSIONALITY - RL.1.2

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

With prompting and support, *recognize key details from a summary* to **demonstrate understanding of the** AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.K.3	RL.1.3	RL.2.3
With prompting and support, identify characters, settings and major events in order to make meaning of the story development.	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.

MULTIDIMENSIONALITY RL.1.3

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

Describe CHARACTERS, SETTINGS and MAJOR EVENTS IN A STORY, *using key details*, **in order to make meaning of the** *story development*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.K.4	RL.1.4	RL.2.4
With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	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.

MULTIDIMENSIONALITY - RL.1.4

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

Identify words and phrases in stories or poems that SUGGEST FEELINGS OR APPEAL TO THE SENSES **in order to construct meaning**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.K.5	RL.1.5	RL.2.5
Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.

MULTIDIMENSIONALITY - RL.1.5

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

Recognize major differences between the STRUCTURES OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.

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.K.6	RL.1.6	RL.2.6
With prompting and support, identify the author and illustrator of a story and explain how each tells the story.	With prompting and support, identify who is telling the story at various points in a text.	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.

MULTIDIMENSIONALITY - RL.1.6

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

With prompting and support, *identify* WHO IS TELLING THE STORY *at various points in a text*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.K.7	RL.1.7	RL.2.7
With prompting and support, describe the relationship between illustrations and the story in which they appear.	Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.

MULTIDIMENSIONALITY - RL.1.7

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

Use a story's illustrations and details to describe its CHARACTERS, SETTING AND EVENTS.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.K.8	RL.1.8	RL.2.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.1.7

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.K.9	RL.1.9	RL.2.9
With prompting and support, compare/contrast the adventures and experiences of characters in stories.	Compare/contrast the adventures and experiences of characters in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures.

MULTIDIMENSIONALITY - RL.1.9

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

Compare/contrast *the adventures and experiences* of CHARACTERS in stories.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.K.10	RL.1.10	RL.2.10
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.	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.	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.1.10

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

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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 1

Key Ideas and Details	
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.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a 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.
Craft and Structure	
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
RI.1.5	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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Integration of Knowledge and Ideas	
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.1.9	Identify information from two or more texts on similar themes or topics.
Range of Reading and Level of Text Complexity	
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RI.K.1	RI.1.1	RI.2.1
With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.	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.	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.

MULTIDIMENSIONALITY - RI.1.1

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

With prompting and support, *ask and answer explicit questions* about KEY CONCEPTS AND DETAILS, and **make and support logical inferences to construct meaning** from the text.

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.

PROGRESSIONS

RI.K.2	RI.1.2	RI.2.2
With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Identify implicit and explicit information from a summary to determine the central idea of a text.

MULTIDIMENSIONALITY - RI.1.2

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

With prompting and support, *recognize* KEY DETAILS *from a summary* to **demonstrate understanding of the** CENTRAL IDEA of a text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RI.K.3	RI.1.3	RI.2.3
With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.

MULTIDIMENSIONALITY - RI.1.3

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

With prompting and support, *identify* **the connection between** INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION *over the course of a text*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RI.K.4	RI.1.4	RI.2.4
With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.

MULTIDIMENSIONALITY - RI.1.4

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

Ask and answer questions to help determine or **clarify the meaning** *of words and phrases* in a GRADE-LEVEL TEXT.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RI.K.5	RI.1.5	RI.2.5
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, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	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.

MULTIDIMENSIONALITY - RI.1.5

Green (italic) = Comprehension **Purple (bold) = Analysis** 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.

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

RI.K.6	RI.1.6	RI.2.6
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.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	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.

MULTIDIMENSIONALITY - RI.1.6

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

Distinguish between INFORMATION PROVIDED BY PICTURES *or other illustrations and* INFORMATION PROVIDED BY THE WORDS *in a text*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RI.K.7	RI.1.7	RI.2.7
With prompting and support, describe the relationship between visuals and the text.	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 information contributes to understanding of the text.

MULTIDIMENSIONALITY - RI.1.7

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

Use the visuals and details in a text to describe its KEY IDEAS.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.K.8	RI.1.8	RI.2.8
With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.

MULTIDIMENSIONALITY - RI.1.8

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

Identify the CLAIM *and the* REASONS *an author gives* **to support the** CLAIM in a text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.K.9	RI.1.9	RI.2.9
With prompting and support, identify information from two or more texts on similar themes or topics.	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.

MULTIDIMENSIONALITY - RI.1.9

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

Identify information from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RI.K.10	RI.1.10	RI.2.10
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.1.10

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

With prompting and support, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance*) **to make sense of** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Handwriting - Grade 1

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

HW. 1.1	Legibly print all upper- and lowercase letters and numerals with correct form.

PROGRESSION

	HW.K.1	HW.1.1	HW.2.1
↗	Print all upper and lowercase letters and numerals.	Legibly print all upper- and lowercase letters and numerals with correct form.	Introduce formation of all upper- and lowercase cursive letters.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 1

TEXT TYPES AND PURPOSE	
C.1.1	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.1.2	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 1

TEXT TYPES AND PURPOSE	
C.1.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event 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.
PRODUCTION AND DISTRIBUTION	
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
C.1.5	With guidance and support, participate in shared research and writing projects.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
RANGE OF WRITING	
C.1.7	(Begins in grade 3)

Interdisciplinary Literacy Practices

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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.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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.

PROGRESSION

C.K.1	C.1.1	C.2.1
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 <u>every</u> writing experience must utilize those digital resources.)	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.)	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	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.	b. Introduce the topic.	b. Introduce the topic, followed by opinion statement and create an organizational structure.
c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.K.1	C.1.1	C.2.1
	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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**

b. *Introduce the topic*.

c. **Provide reasons with details to support the opinion**.

d. *Use grade-appropriate* TRANSITIONS.

e. **Provide a concluding idea**.

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 transactional, interdisciplinary nd transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.K.2	C.1.2	C.2.2
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. 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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.K.2	C.1.2	C.2.2
	a. Supply information to develop the topic.	c. Supply information with detail to develop the topic.	c. Supply information with detail to develop the topic.
	b. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.
	c. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.
	d. Provide a concluding idea.	f. Provide a concluding section.	f. Provide a concluding section.
	e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**

b. *Introduce the topic*.

c. **Supply** *information* **with detail to develop the topic**.

d. *Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences*.

e. *Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*.

f. **Provide a concluding section**.

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.K.3	C.1.3	C.2.3
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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.K.3	C.1.3	C.2.3
	c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.
		d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.
	d. Create a sense of closure.	e. Create a sense of closure.	e. 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.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.*

b. *Recount a single event 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes 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

C.K.4	C.1.4	C.2.4
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.

MULTIDIMENSIONALITY - C.1.4

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

With guidance and support from adults, *use a* VARIETY OF DIGITAL RESOURCES **to create and publish products, including in collaboration with peers.**

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.K.5	C.1.5	C.2.5
With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic

MULTIDIMENSIONALITY - C.1.5

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

With guidance and support, **participate in shared** RESEARCH **and writing projects**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.K.6	C.1.6	C.2.6
With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Collect information from real-world experiences or provided sources to answer or generate questions.

MULTIDIMENSIONALITY - C.1.6

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.**

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.K.7	C.1.7	C.2.7
(Begins in grade 3)	(Begins in grade 3)	(Begins in grade 3)

MULTIDIMENSIONALITY - C.1.7

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

(Begins in grade 3)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Language – Grade 1

CONVENTIONS OF STANDARD ENGLISH	
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. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.1.2	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. 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	
L.1.4	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.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

MULTIDIMENSIONALITY - L.1.1

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

When writing or speaking, *demonstrate appropriate use* of:

a. COMMON, PROPER AND POSSESSIVE NOUNS in a sentence.
b. SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS in basic sentences.
c. PERSONAL, POSSESSIVE AND INDEFINITE PRONOUNS in a sentence.
d. VERBS TO CONVEY A SENSE OF PAST, PRESENT AND FUTURE in a sentence.
e. FREQUENTLY OCCURRING ADJECTIVES in a sentence.
f. FREQUENTLY OCCURRING CONJUNCTIONS in a sentence.
g. FREQUENTLY OCCURRING PREPOSITIONS in a sentence.
h. DECLARATIVE, INTERROGATIVE, IMPERATIVE AND EXCLAMATORY SENTENCES in response to prompts.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.K.2	L.1.2	L.2.2
When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. 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.

MULTIDIMENSIONALITY - L.1.2

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

When writing:

a. *Capitalize* PROPER NOUNS, including but not limited to DATES AND NAMES OF PEOPLE.

b. *Demonstrate appropriate use of* END PUNCTUATION.

c. With prompting and support, *produce and write* COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES.

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.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.K.3	L.1.3	L.2.3
(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.

MULTIDIMENSIONALITY - L.1.3

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

(Begins in grade 2)

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.K.4	L.1.4	L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. 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. 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

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6	Collaborate with others to create new meaning.
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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**.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.K.5	L.1.5	L.2.5
With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms. c. Demonstrate an understanding of verbs and adjectives and their synonyms.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	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 related adjectives (e.g., thin, slender).

MULTIDIMENSIONALITY - L.1.5

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

With guidance and support from adults, **demonstrate understanding of word relationships and nuances in word meanings.**

a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

c. **Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS.

d. ***Define or act out* the shades of meaning among verbs** (e.g., look, peek, glance) **and adjectives differing in intensity** (e.g., large, gigantic).

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HOME

Reading Foundational Skills – Grade 2

Print Concepts	
	No Print Concepts Standard 1 for grade 2.
Phonological Awareness	
	No Phonological Awareness Standard for grade 2.
Phonics and Word Recognition	
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency	
RF.2.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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HOME

Reading Standards for Literature - Grade 2

Key Ideas and Details	
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.
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.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
Craft and Structure	
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.
RL.2.5	Describe 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.
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 perspectives shape the content of the text.
Integration of Knowledge and Ideas	
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.2.8	(Not applicable to literature)
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.
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, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Interdisciplinary Literacy Practices

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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.

PROGRESSION

RL.1.1	RL.2.1	RL.3.1
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.	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.	Ask and answer questions, and make and support logical inferences to construct meaning from the text.

MULTIDIMENSIONALITY - RL.2.1

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

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.

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.

PROGRESSION

RL.1.2	RL.2.2	RL.3.2
With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	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.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.

MULTIDIMENSIONALITY - RL.2.2

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

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.

Interdisciplinary Literacy Practices

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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

RL.1.3	RL.2.3	RL.3.3
Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.

MULTIDIMENSIONALITY - RL.2.3

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*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.1.4	RL.2.4	RL.3.4
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	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.	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 words and phrases shape meaning.

MULTIDIMENSIONALITY - RL.2.4

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

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.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.1.5	RL.2.5	RL.3.5
Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas' including but not limited to linear, non-linear and circular structures.

MULTIDIMENSIONALITY - RL.2.5

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

Describe **how parts of the text contribute to** *the overall* STRUCTURE OF POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.

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.1.6	RL.2.6	RL.3.6
With prompting and support, identify who is telling the story at various points in a text.	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.	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.

MULTIDIMENSIONALITY - RL.2.6

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

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**.

Interdisciplinary Literacy Practices

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6	Collaborate with others to create new meaning.
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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.1.7	RL.2.7	RL.3.7
Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.

MULTIDIMENSIONALITY - RL.2.7

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

Use a story's illustrations and words in PRINT/NON-PRINT TEXTS **to demonstrate understanding of** CHARACTERS, SETTING AND PLOT.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.1.8	RL.2.8	RL.3.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.2.8

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

(Not applicable to literature)

Interdisciplinary Literacy Practices

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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

RL.1.9	RL.2.9	RL.3.9
Compare/contrast the adventures and experiences of characters in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.

MULTIDIMENSIONALITY - RL.2.9

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

Compare/contrast TWO OR MORE VERSIONS of the same story by DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.1.10	RL.2.10	RL.3.10
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.	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, comprehend and analyze grade-level appropriate, complex literary 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 read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 2

Key Ideas and Details	
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.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a 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.
Craft and Structure	
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.
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.
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.
Integration of Knowledge and Ideas	
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
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, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.1.1	RI.2.1	RI.3.1
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.	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.	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

MULTIDIMENSIONALITY - RI.2.1

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

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.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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.

PROGRESSION

RI.1.2	RI.2.2	RI.3.2
With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	Identify implicit and explicit information from a summary to determine the central idea of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

MULTIDIMENSIONALITY - RI.2.2

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

Identify **implicit** and *explicit information from a summary* **to determine the** CENTRAL IDEA of a text.

Interdisciplinary Literacy Practices

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4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.1.3	RI.2.3	RI.3.3
With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	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.

MULTIDIMENSIONALITY - RI.2.3

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

Describe the connection between INDIVIDUALS, HISTORICAL EVENTS, SCIENTIFIC IDEAS OR CONCEPTS OR STEPS IN TECHNICAL PROCEDURES *over the course of a text*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.1.4	RI.2.4	RI.3.4
Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

MULTIDIMENSIONALITY - RI.2.4

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

Determine the meaning of general ACADEMIC WORDS AND PHRASES and **how those words and phrases shape meaning** in a GRADE-LEVEL TEXT.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.1.5	RI.2.5	RI.3.5
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.	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.	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.

MULTIDIMENSIONALITY - RI.2.5

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

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.1.6	RI.2.6	RI.3.6
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	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.	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.

MULTIDIMENSIONALITY - RI.2.6

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

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**.

Interdisciplinary Literacy Practices

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2	Employ, develop and refine schema to understand and create text.
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4	Utilize receptive and expressive language 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.
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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

RI.1.7	RI.2.7	RI.3.7
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 information contributes to understanding of the text.	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.

MULTIDIMENSIONALITY - RI.2.7

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

Identify information gained from VISUALS AND WORDS in the text, and **explain how that information contributes to understanding** of the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.1.8	RI.2.8	RI.3.8
Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.

MULTIDIMENSIONALITY - RI.2.8

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

Describe how REASONS **support specific** CLAIMS *the author makes* in a text.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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 knowledge or to compare the approaches the authors take.

PROGRESSION

RI.1.9	RI.2.9	RI.3.9
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.	Explain the relationship between information from two or more texts on the same theme or topic.

MULTIDIMENSIONALITY - RI.2.9

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

Describe the relationship between *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.1.10	RI.2.10	RI.3.10
With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	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, 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 read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.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, using prior knowledge, determining importance*) **to read**, *comprehend* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

Handwriting - Grade 2

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

HW. 2.1	Introduce formation of all upper- and lowercase cursive letters.

PROGRESSION

	HW.1.1	HW.2.1	HW.3.1
↗	Legibly print all upper- and lowercase letters and numerals with correct form.	Introduce formation of all upper- and lowercase cursive letters.	Legibly form cursive letters, words, and sentences with accepted norms.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

Composition – Grade 2

Text Types and Purposes	
C.2.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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 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.
C.2.2	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 2

Text Types and Purposes	
C.2.3	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event 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.
Production and Distribution	
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
Research to Build and Present Knowledge	
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.
Range of Writing	
C.2.7	(Begins in grade 3)

Interdisciplinary Literacy Practices

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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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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLES 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.

PROGRESSION

C.1.1	C.2.1	C.3.1
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 <u>every</u> writing experience must utilize those digital resources.)	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.)	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)
a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	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.	b. Introduce the topic, followed by opinion statement, and create an organizational structure.	b. Introduce the topic, followed by opinion statement, and create an organizational structure.
c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	c. Provide reasons with elaborate details to support the opinion.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

PROGRESSION			
	C.1.1	C.2.1	C.3.1
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.
	e. Provide a concluding section.	e. Provide a concluding section.	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.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**

b. **Introduce the topic**, **followed by an** OPINION STATEMENT, and **create an organizational structure**.

c. **Provide reasons with details to support the opinion**.

d. *Use grade-appropriate* TRANSITIONS.

e. **Provide a concluding section**.

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLES 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

C.1.2	C.2.2	C.3.2
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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

PROGRESSION		
C.1.2	**C.2.2**	**C.3.2**
c. Supply information with detail to develop the topic.	c. Supply information with detail to develop the topic.	c. Develop the topic with facts, definitions and details.
d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.
e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.
f. Provide a concluding section.	f. Provide a concluding section.	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.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.**

b. *Introduce the topic*.

c. **Supply** *information* **with detail to develop the topic**.

d. *Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences*.

e. *Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*.

f. **Provide a concluding section**.

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.1.3	C.2.3	C.3.3
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.	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.	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. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and or circular structure.

Interdisciplinary Literacy Practices

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HOME

PROGRESSION			
	C.1.3	C.2.3	C.3.3
	c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	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.	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.
	e. Create a sense of closure.	e. Create a sense of closure.	e. Create a sense of closure that follows the narrated experiences or events.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Interdisciplinary Literacy Practices

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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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose.*

b. *Recount a single event 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

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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

C.1.4	C.2.4	C.3.4
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.

MULTIDIMENSIONALITY - C.2.4

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

With guidance and support from adults, *use a* VARIETY OF DIGITAL RESOURCES **to create and publish products, including in collaboration with peers.**

GUIDING PRINCIPLES FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.1.5	C.2.5	C.3.5
With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic	Conduct short research projects that build knowledge about a topic.

MULTIDIMENSIONALITY - C.2.5

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

Conduct shared RESEARCH **and writing projects** *that build knowledge about a topic*.

Interdisciplinary Literacy Practices

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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.

PROGRESSION

C.1.6	C.2.6	C.3.6
With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	Collect information from real-world experiences or provided sources to answer or generate questions.	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.

MULTIDIMENSIONALITY - C.2.6

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

Collect information from real-world experiences or provided sources **to answer or generate questions**.

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.1.7	C.2.7	C.3.7
(Begins in grade 3)	(Begins in grade 3)	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.2.7

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

(Begins in grade 3)

Interdisciplinary Literacy Practices

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HOME

Language – Grade 2

Conventions of Standard English	
L.2.1	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.
L.2.2	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.
Knowledge of Language	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use	
L.2.4	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.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.1.1	L.2.1	L.3.1
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. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding, and rearranging complete simple and compound sentences.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. form and use regular and irregular plural nouns. c. use abstract nouns. d. form and use regular and irregular verbs. e. use verb tenses. f. ensure subject-verb and pronoun-antecedent agreement. g. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. use coordinating and subordinating conjunctions. i. produce simple, compound and complex sentences.

MULTIDIMENSIONALITY - L.2.1

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

In writing or speaking, *demonstrate appropriate use* of:

a. COLLECTIVE NOUNS.
b. FREQUENTLY OCCURRING IRREGULAR NOUNS.
c. REFLEXIVE PRONOUNS.
d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS.
e. ADJECTIVES AND ADVERBS in sentence formation.
f. producing, expanding and rearranging COMPLETE SIMPLE AND COMPOUND SENTENCES.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.1.2	L.2.2	L.3.2
When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. 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.	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names, and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.

MULTIDIMENSIONALITY - L.2.2

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

When writing:

a. *Capitalize* PROPER NOUNS, including but not limited to HOLIDAYS, PRODUCT NAMES AND GEOGRAPHIC NAMES.

b. *Demonstrate appropriate use of* COMMAS IN VARIED COMMUNICATION FORMATS (e.g., letter, email, blog).

c. *Use* APOSTROPHE *to form* CONTRACTIONS AND POSSESSIVES.

d. *Generalize* SPELLING PATTERNS.

e. *Use reference materials to self-check and correct spelling*.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.1.3	L.2.3	L.3.3
(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.

MULTIDIMENSIONALITY - L.2.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening**.

a. **Compare** FORMAL AND INFORMAL *uses of English*.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.1.4	L.2.4	L.3.4
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. a. With guidance and support, identify frequently occurring root words and their inflectional forms.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root.

Interdisciplinary Literacy Practices

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6	Collaborate with others to create new meaning.
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HOME

PROGRESSION

L.1.4	L.2.4	L.3.4
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.	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.	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

MULTIDIMENSIONALITY - L.2.4

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 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

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.1.5	L.2.5	L.3.5
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	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 related adjectives (e.g., thin, slender).	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.

MULTIDIMENSIONALITY - L.2.5

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

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 related adjectives** (e.g., thin, slender).

Interdisciplinary Literacy Practices

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HOME

Reading Foundational Skills – Grade 3

Print Concepts	
	No Print Concepts standard for grade 3.
Phonological Awareness	
	No Phonological Awareness standard for grade 3.
Phonics and Word Recognition	
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.
Fluency	
RF.3.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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HOME

Reading Standards for Literature - Third Grade

Key Ideas and Details	
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
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 cultures.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
Craft and Structure	
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 words and phrases shape meaning.
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, non-linear and circular structures.
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.
Integration of Knowledge and Ideas	
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.
RL.3.8	(Not applicable to literature)
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.
Range of Reading and Level of Text Complexity	
RL.3.10	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Interdisciplinary Literacy Practices

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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.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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.

PROGRESSION

RL.2.1	RL.3.1	RL.4.1
Ask and answer questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	Ask and answer questions and make and support logical inferences 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 text.

MULTIDIMENSIONALITY - RL.3.1

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

Ask and answer QUESTIONS and **make and support logical inferences to construct meaning** 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.

PROGRESSION

RL.2.2	RL.3.2	RL.4.2
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, folktales and myths from diverse cultures.	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

MULTIDIMENSIONALITY - RL.3.2

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

Identify and cite **relevant implicit** and *explicit information from a summary* **to determine the** THEME, LESSON LEARNED, AND/OR MORAL, including but not limited to FABLES, FOLKTALES, AND MYTHS FROM DIVERSE CULTURES.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.2.3	RL.3.3	RL.4.3
Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	Describe characters in a story including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	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.

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 FEELINGS, and **how they affect the plot**.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.2.4	RL.3.4	RL.4.4
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.	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 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 phrases shape meaning.

MULTIDIMENSIONALITY - RL.3.4

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

Determine the meaning of words and phrases as they are used in a text, *distinguishing* LITERAL FROM NON-LITERAL LANGUAGE, including but not limited to IDIOMS and HYPERBOLES, and **describe how those words and phrases shape meaning**.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.2.5	RL.3.5	RL.4.5
Describe 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.	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.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

MULTIDIMENSIONALITY - RL.3.5

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

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.

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.2.6	RL.3.6	RL.4.6
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 perspectives shape the content of the text.	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.	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

MULTIDIMENSIONALITY - RL.3.6

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

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.2.7	RL.3.7	RL.4.7
Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	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.

MULTIDIMENSIONALITY - RL.3.7

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

Explain how the ***specific aspects of a text's illustrations*** **contribute to an effect**, including but not limited to creating MOOD, CHARACTER AND SETTING.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.2.8	RL.3.8	RL.4.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.3.8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.2.9	RL.3.9	RL.4.9
Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.

MULTIDIMENSIONALITY - RL.3.9

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

Compare/contrast the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.2.10	RL.3.10	RL.4.10
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, comprehend and analyze grade-level appropriate, complex literary 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 read, comprehend and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.3.10

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Reading Standards for Informational Text - Grade 3

Key Ideas and Details	
RI.3.1	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
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.
Craft and Structure	
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.3.6	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.
Integration of Knowledge and Ideas	
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.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.3.10	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, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.2.1	RI.3.1	RI.4.1
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.	Ask and answer questions, and make and support logical inferences in order 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 text.

MULTIDIMENSIONALITY - RI.3.1

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

Ask and answer QUESTIONS, and **make and support logical inferences in order to construct meaning** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.2.2	RI.3.2	RI.4.2
Identify implicit and explicit information from a summary to determine the central idea of a text.	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

MULTIDIMENSIONALITY - RI.3.2

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

Identify and cite **relevant implicit** *and explicit information from a summary* to **determine the** CENTRAL IDEA of a text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.2.3	RI.3.3	RI.4.3
Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	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.	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.

MULTIDIMENSIONALITY - RI.3.3

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

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.2.4	RI.3.4	RI.4.4
Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

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 **describe how those words and phrases shape meaning**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.2.5	RI.3.5	RI.4.5
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.	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.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

MULTIDIMENSIONALITY - RI.3.5

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

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.2.6	RI.3.6	RI.4.6
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.	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.	Compare/contrast a firsthand and secondhand account of the same event or topic.

MULTIDIMENSIONALITY - RI.3.6

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

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.

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 transactional, interdisciplinary and transformational.
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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 promotes lifelong learning.

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

RI.2.7	RI.3.7	RI.4.7
Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	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.	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.

MULTIDIMENSIONALITY - RI.3.7

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

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**.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.2.8	RI.3.8	RI.4.8
Describe how reasons support specific claims the author makes in a text.	Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

MULTIDIMENSIONALITY - RI.3.8

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

Describe how REASONS AND EVIDENCE **support specific** CLAIMS *the author makes* in a text.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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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 knowledge or to compare the approaches the authors take.

PROGRESSION

RI.2.9	RI.3.9	RI.4.9
Describe the relationship between information from two or more texts on the same theme or topic.	Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.

MULTIDIMENSIONALITY - RI.3.9

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

Explain the relationship between *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.2.10	RI.3.10	RI.4.10
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, 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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.3.10

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Handwriting - Grade 3

NOTE

Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.

HW. 3.1	Legibly form cursive letters, words, and sentences with accepted norms.

PROGRESSION

	HW.2.1	HW.3.1	
↗	Introduce formation of all upper- and lowercase cursive letters.	Legibly form cursive letters, words, and sentences with accepted norms.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

Composition – Grade 3

Text Types and Purposes	
C.3.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.
C.3.2	Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 3

Text Types and Purposes	
C.3.3	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. e. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
Production and Distribution	
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.
Research to Build and Present Knowledge	
C.3.5	Conduct short research projects that build knowledge about a topic.
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.
Range of Writing	
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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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.

PROGRESSION

C.2.1	C.3.1	C.4.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	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.)	(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.)	(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.	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Introduce the topic, followed by opinion statement, and create an organizational structure.	b. Introduce the topic, followed by opinion statement, and create an organizational structure.	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 with details to support the opinion.	c. Provide reasons with elaborate details to support the opinion.	c. Provide reasons that are supported by facts and details.

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HOME

PROGRESSION			
	C.2.1	C.3.1	C.4.1
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.
	e. Provide a concluding section.	e. Provide a concluding section.	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.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Interdisciplinary Literacy Practices

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HOME

MULTIDIMENSIONALITY—C.3.1

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

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

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

A. With guidance and support from adults, **produce writing in which the development and organization are** *appropriate to task and purpose*.

B. *Introduce the topic*, **followed by 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*.

Interdisciplinary Literacy Practices

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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.

PROGRESSION

C.2.2	C.3.2	C.4.2
Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <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.	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.	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.

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HOME

PROGRESSION			
	C.2.2	C.3.2	C.4.2
	c. Supply information with detail 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 information and examples related to the topic.
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	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.
	f. Provide a concluding section.	f. Provide a concluding section.	g. Provide a concluding section.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

Interdisciplinary Literacy Practices

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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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization are** *appropriate to task and purpose*.

b. *Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension*.

c. **Develop the topic** *with facts, definitions and details*.

d. *Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences*.

e. *Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs*.

f. **Provide a concluding section**.

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

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.2.3	C.3.3	C.4.3
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.	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.	Compose narratives, using a 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.)	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.)	(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.	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Recount a single event or multiple events, memories or ideas.	b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.	b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.

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HOME

PROGRESSION			
	C.2.3	C.3.3	C.4.3
	c. Include details which describe actions, thoughts, emotions.	c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.	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.
	e. Create a sense of closure.	e. Create a sense of closure that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, and rewriting.

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HOME

MULTIDIMENSIONALITY - C.3.3

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 every writing experience must utilize those digital resources.)

a. With guidance and support from adults, **produce writing in which the development and organization** *are appropriate to task and purpose*.

b. **Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.**

c. **Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.**

d. *Use temporal words and phrases to signal event order*.

e. **Create a sense of closure that follows the narrated experiences or events**.

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

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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

C.2.4	C.3.4	C.4.4
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.

MULTIDIMENSIONALITY - C.3.4

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

With guidance and support from adults, *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**.

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.2.5	C.3.5	C.4.5
Conduct shared research and writing projects that build knowledge about a topic.	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.

MULTIDIMENSIONALITY - C.3.5

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Conduct short RESEARCH **projects** *that build knowledge about a topic*.

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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.

PROGRESSION

C.2.6	C.3.6	C.4.6
Collect information from real-world experiences or provided sources to answer or generate questions.	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.	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.

MULTIDIMENSIONALITY - C.3.6

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

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**.

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSIONS

C.2.7	C.3.7	C.4.7
(Begins in grade 3)	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.3.8

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

Interdisciplinary Literacy Practices

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HOME

Language – Grade 3

Conventions of Standard English	
L.3.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.
L.3.2	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.
Knowledge of Language	
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.
Vocabulary Acquisition and Use	
L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.2.1	L.3.1	L.4.1
In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.

MULTIDIMENSIONALITY - L.3.1

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

When writing or speaking, *demonstrate command of the conventions of standard English grammar and usage*.

a. *Explain the function* OF NOUNS, PRONOUNS, VERBS, ADJECTIVES AND ADVERBS in a GRADE-LEVEL TEXT.
b. *Form and use* REGULAR AND IRREGULAR PLURAL NOUNS.
c. *Use* ABSTRACT NOUNS.
d. *Form and use* REGULAR AND IRREGULAR VERBS.
e. *Use* VERB TENSES.
f. *Ensure* SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT.
g. *Form and use* COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS, and *choose between them depending on what is to be modified.*
h. *Use* COORDINATING AND SUBORDINATING CONJUNCTIONS.
i. *Produce* SIMPLE, COMPOUND AND COMPLEX SENTENCES.

Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.2.2	L.3.2	L.4.2
When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

MULTIDIMENSIONALITY - L.3.2

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

When writing:

a. *Capitalize* APPROPRIATE WORDS IN TITLES.

b. *Use* COMMAS IN ADDRESSES.

c. *Use* COMMAS AND QUOTATION MARKS IN DIALOGUE.

d. *Use* POSSESSIVES.

e. *Use conventional spelling* for HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS.

f. *Use spelling patterns and generalizations in writing words*.

g. *Consult reference materials as needed to check and correct spellings*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.2.3	L.3.3	L.4.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.

MULTIDIMENSIONALITY - L.3.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening**.

a. **Choose words and phrases for effect**.

b. *Recognize and observe differences between* THE CONVENTIONS OF SPOKEN AND WRITTEN STANDARD ENGLISH.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.2.4	L.3.4	L.4.4
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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root.	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.

Interdisciplinary Literacy Practices

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HOME

PROGRESSION

L.2.4	L.3.4	L.4.4
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.	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	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.

MULTIDIMENSIONALITY - L.3.4

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 3 reading and content, **choosing flexibly from an array of strategies**.

a. **Use** SENTENCE-LEVEL CONTEXT **as a clue to the meaning of a word or phrase**.

b. *Determine the meaning of the new word formed when a known* AFFIX *is added to a known word.*

c. *Use a known* ROOT WORD *as a clue to the meaning of an unknown word with the same root.*

d. *Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.*

e. **Acquire and use accurately** GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DOMAIN-SPECIFIC **words and phrases, including** THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELATIONSHIPS.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.2.5	L.3.5	L.4.5
Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

MULTIDIMENSIONALITY - L.3.5

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

Demonstrate understanding of word relationships and nuances in word meanings.

a. **Distinguish the** LITERAL AND NONLITERAL MEANINGS OF WORDS AND PHRASES **in context**.

b. **Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS.

c. **Distinguish shades of meaning** among RELATED WORDS THAT DESCRIBE DEGREES OF CERTAINTY.

Interdisciplinary Literacy Practices

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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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HOME

Reading Foundational Skills – Grade 4

Print Concepts	
RF.4.1	No Reading Foundational standard 1 for grade 4.
Phonological Awareness	
RF.4.2	No Phonological Awareness standard for grade 4.
Phonics and Word Recognition	
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.
Fluency	
RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Interdisciplinary Literacy Practices

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HOME

Reading Literature Standards — Grade 4

Key Ideas and Details	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
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.
Craft and Structure	
RL.4.4	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.
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.
Integration of Knowledge and Ideas	
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.4.8	(Not applicable to literature)
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
Range of Reading and Level of Text Complexity	
RL.4.10	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.

PROGRESSION

RL.3.1	RL.4.1	RL.5.1
Ask and answer questions, and make and support logical inferences 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 text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MULTIDIMENSIONALITY - RL.4.1

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

REFER TO DETAILS AND EXAMPLES in a text when *explaining what the text says explicitly* and **when drawing inferences** 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.

PROGRESSION

RL.3.2	RL.4.2	RL.5.2
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 cultures.	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

MULTIDIMENSIONALITY - RL.4.2

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

Analyze how the THEME **is reflected**, and *cite* **relevant implicit** and *explicit evidence* from the text, including but not limited to poems, stories and dramas.

Interdisciplinary Literacy Practices

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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

RL.3.3	RL.4.3	RL.5.3
Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect the plot.	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.	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of the text.

MULTIDIMENSIONALITY - RL.4.3

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

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*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.3.4	RL.4.4	RL.5.4
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 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 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.

MULTIDIMENSIONALITY - RL.4.4

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

Determine the meaning of words and phrases as they are used in a text, including but not limited to FIGURATIVE LANGUAGE such as METAPHORS and SIMILES, and **describe and explain how those words and phrases shape meaning**.

Interdisciplinary Literacy Practices

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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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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.5	RL.4.5	RL.5.5
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.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories, and dramas, including but not limited to linear, nonlinear and circular structures.	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.

MULTIDIIMENSIONALITY - RL.4.5

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

Analyze *the overall* STRUCTURE, **in a text or part of the text, the author uses** IN POEMS, STORIES AND DRAMAS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.

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.3.6	RL.4.6	RL.5.6
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.	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.

MULTIDIMENSIONALITY - RL.4.6

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

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

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.7	RL.4.7	RL.5.7
Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.	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.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.

MULTIDIMENSIONALITY - RL.4.7

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, including **making connections with what they "see" and "hear"** *when reading the text* **to what they perceive** *when they listen or watch.*

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.3.8	RL.4.8	RL.5.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.4.8

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

(Not applicable to literature)

Interdisciplinary Literacy Practices

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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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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

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 similar characters.	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	Compare/contrast stories in the same genre on their approaches to similar themes and topics.

MULTIDIMENSIONALITY - RL.4.9

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

Compare/contrast THEMES, TOPICS AND PATTERNS OF EVENTS in STORIES, MYTHS AND TRADITIONAL LITERATURE FROM DIFFERENT CULTURES.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.3.10	RL.4.10	RL.5.10
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, comprehend and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.4.10

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**.

Interdisciplinary Literacy Practices

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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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HOME

Reading Standards for Informational Texts - Grade 4

Key Ideas and Details	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
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.
Craft and Structure	
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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.
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
Integration of Knowledge and Ideas	
RI.4.7	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
RI.4.9	Integrate information from two or more texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.4.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.3.1	RI.4.1	RI.5.1
Ask and answer questions, and make and support logical inferences in order 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 text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

MULTIDIMENSIONALITY - RI.4.1

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

REFER TO DETAILS AND EXAMPLES in a text when *explaining what the text says explicitly* and **when drawing inferences** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.2	RI.4.2	RI.5.2
Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

MULTIDIMENSIONALITY - RI.4.2

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

Analyze how the CENTRAL IDEAS **are reflected** in a text, and *cite* **relevant implicit** *and explicit evidence* from the text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.3.3	RI.4.3	RI.5.3
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.	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.	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.

MULTIDIMENSIONALITY - RI.4.3

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

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*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.3.4	RI.4.4	RI.5.4
Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	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.

MULTIDIMENSIONALITY - RI.4.4

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

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.5	RI.4.5	RI.5.5
Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

MULTIDIMENSIONALITY - RI.4.5

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

Describe the overall STRUCTURE, in a text or part of the text, *the author uses to organize the events, ideas, concepts or information*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.6	RI.4.6	RI.5.6
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.	Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

MULTIDIMENSIONALITY - RI.4.6

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

Compare/contrast a FIRSTHAND AND SECONDHAND ACCOUNT **of the** *same event or topic*.

Interdisciplinary Literacy Practices

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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 promotes lifelong learning.

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

RI.3.7	RI.4.7	RI.5.7
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.	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.	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.

MULTIDIMENSIONALITY - RI.4.7

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

Interpret information presented in PRINT AND NON-PRINT FORMATS and **explain how the information contributes to an understanding** *of the text in which it appears*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.3.8	RI.4.8	RI.5.8
Describe how reasons and evidence support specific claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim (s).

MULTIDIMENSIONALITY - RI.4.8

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

Explain how an author uses REASONS and EVIDENCE **to support particular** CLAIMS *the author makes* in a text.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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 knowledge or to compare the approaches the authors take.

PROGRESSION

RI.3.9	RI.4.9	RI.5.9
Explain the relationship between information from two or more texts on the same theme or topic.	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.

MULTIDIMENSIONALITY - RI.4.9

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

Integrate *information* from TWO OR MORE TEXTS ON THE SAME THEME OR TOPIC.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.3.10	RI.4.10	RI.5.10
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, comprehend and analyze grade-level appropriate, complex informational texts independently.	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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.4.10

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 INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 4

Text Types and Purposes	
C.4.1	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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. 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.
C.4.2	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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 4

Text Types and Purposes	
C.4.3	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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. e. Use concrete words and phrases and sensory details to convey experiences and events precisely. f. Provide a conclusion that follows the narrated experiences or events. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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.

Interdisciplinary Literacy Practices

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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.

PROGRESSION

C.3.1	C.4.1	C.5.1
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	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.)	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. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose,and audience.
b. Introduce the topic, followed by opinion statement, and create an organizational structure.	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.	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 reasons with elaborate details to support the opinion.	c. Provide reasons that are supported by facts and details.	c. Provide logically ordered reasons that are supported by facts and details.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.3.1	C.4.1	C.5.1
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.
	e. Provide a concluding section.	e. Provide a concluding section.	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.	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience*.

b. *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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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

C.3.2	C.4.2	C.5.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	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.)	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. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.	b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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PROGRESSION			
	C.3.2	C.4.2	C.5.2
	c. Develop the topic with facts, definitions and details.	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	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.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	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.	f. Use precise language and domain -specific vocabulary to inform about or explain the topic.
	f. Provide a concluding section.	g. Provide a concluding section.	g. Provide a concluding section.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience*.

b. *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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.3.3	C.4.3	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.	Compose narratives, using a writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	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.)	(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.)	(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.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.3.3	C.4.3	C.5.3
	c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	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 temporal words and phrases to signal event order.	d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	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.	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	e. Create a sense of closure that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Interdisciplinary Literacy Practices

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

HOME

MULTIDIMENSIONALITY - C.4.3

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

C.4.3

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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience.*

b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.

d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.

e. Use concrete words and phrases and sensory details to convey experiences and events precisely.

f. Provide a conclusion that follows the narrated experiences or events.

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

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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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

C.3.4	C.4.4	C.5.4
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	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.

MULTIDIMENSIONALITY - C.4.4

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

With some guidance and support from adults, *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**.

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.3.5	C.4.5	C.5.5
Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation 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.

MULTIDIMENSIONALITY - C.4.5

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

Conduct short RESEARCH **projects** *that build knowledge through investigation of different aspects of a topic.*

Interdisciplinary Literacy Practices

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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.

PROGRESSION

C.3.6	C.4.6	C.5.6
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.	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.	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.

MULTIDIMENSIONALITY - C.4.6

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

Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, **categorize information**, *and provide a list of sources.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.3.7	C.4.7	C.5.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.4.7

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Language – Grade 4

Conventions of Standard English	
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. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.
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. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.
Knowledge of Language	
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.
Vocabulary Acquisition and Use	
L.4.4	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.
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.3.1	L.4.1	L.5.1
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.	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. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions

MULTIDIMENSIONALITY - L.4.1

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

When writing or speaking, *demonstrate command of the conventions of standard English grammar and usage.*

a. *Use* RELATIVE PRONOUNS AND RELATIVE ADVERBS.
b. *Use* the PROGRESSIVE VERB TENSES.
c. *Use* MODAL AUXILIARIES *to convey various conditions,* such as can, may and must.
d. *Order* ADJECTIVES *within sentences according to conventional patterns.*
e. *Use* PREPOSITIONAL PHRASES.
f. *Produce* COMPLETE SENTENCES, *recognizing and correcting inappropriate fragments and run-ons.*
g. *Use* FREQUENTLY CONFUSED WORDS, such as to, too, two; there, their, they're.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSIONS

L.3.2	L.4.2	L.5.2
When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.4.2

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

When writing:

a. *Demonstrate appropriate use of* CAPITALIZATION RULES.
b. *Use* COMMAS AND QUOTATION MARKS TO INDICATE DIRECT SPEECH AND QUOTATIONS for a text.
c. *Use* a COMMA BEFORE A COORDINATING CONJUNCTION IN A COMPOUND SENTENCE.
d. *Consult reference materials as needed to check and correct spellings*.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.3.3	L.4.3	L.5.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.

MULTIDIMENSIONALITY - L.4.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening**.

a. **Choose words and phrases to convey ideas precisely.**

b. Choose punctuation for effect.

c. *Differentiate between* FORMAL AND INFORMAL DISCOURSE PATTERNS *based on context*.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.

PROGRESSIONS

L.3.4	L.4.4	L.5.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Interdisciplinary Literacy Practices

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4	Utilize receptive and expressive language 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.
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HOME

MULTIDIMENSIONALITY - L.4.4

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

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

a. **Use context** (e.g., DEFINITIONS, EXAMPLES OR RESTATEMENTS in text) **as a clue to the meaning of a word or phrase**.

b. **Use common** AFFIXES AND ROOTS **as clues to the meaning of a word.**

c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.

d. **Acquire and use accurately** GRADE-APPROPRIATE GENERAL ACADEMIC AND DOMAIN-SPECIFIC **words and phrases, including** THOSE THAT SIGNAL PRECISE ACTIONS **and that are basic to a particular topic**.

Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSIONS

L.3.5	L.4.5	L.5.5
Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including 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.

MULTIDIMENSIONALITY - L.4.5

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

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

a. **Explain the meaning of simple** SIMILES AND METAPHORS **in context.**

b. *Recognize* and **explain the meaning of common** IDIOMS, ADAGES AND PROVERBS.

c. **Demonstrate understanding of words by relating them to their** SYNONYMS and ANTONYMS.

Interdisciplinary Literacy Practices

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

Reading Foundational Skills – Grade 5

Print Concepts	
	No Print Concepts standard for grade 5.
Phonological Awareness	
	No Phonological Awareness standard for grade 5.
Phonics and Word Recognition	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.
Fluency	
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Interdisciplinary Literacy Practices

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HOME

Reading Standards for Literature - Grade 5

Key Ideas and Details	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
Craft and Structure	
RL.5.4	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.
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.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.
Integration of Knowledge and Ideas	
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.5.8	(Not applicable to literature)
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	
RL.5.10	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.

Interdisciplinary Literacy Practices

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6	Collaborate with others to create new meaning.
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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.

PROGRESSION

RL.4.1	RL.5.1	RL.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.5.1

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

QUOTE ACCURATELY FROM A TEXT when *explaining what the text says explicitly* and **when drawing inferences** 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.

PROGRESSION

RL.4.2	RL.5.2	RL.6.2
Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

MULTIDIMENSIONALITY - RL.5.2

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, and *cite* **relevant implicit** and *explicit evidence* **to support thinking**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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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

RL.4.3	RL.5.3	RL.6.3
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.	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze 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.

MULTIDIMENSIONALITY - RL.5.3

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

Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, *using specific details* **to analyze their interaction** *over the course of the text*.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.4.4	RL.5.4	RL.6.4
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.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

MULTIDIMENSIONALITY - RL.5.4

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 ALLUSIONS FOUND IN MYTHOLOGY, and **analyze how those words and phrases shape meaning**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.4.5	RL.5.5	RL.6.5
Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

MULTIDIMENSIONALITY - RL.5.5

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

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.

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.4.6	RL.5.6	RL.6.6
Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	Describe how a narrator's or speaker's perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.

MULTIDIMENSIONALITY - RL.5.6

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

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.4.7	RL.5.7	RL.6.7
Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	Compare/contrast reading a print text and viewing its visual/oral presentation.

MULTIDIMENSIONALITY - RL.5.7

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

Analyze *how* VISUAL AND MULTIMEDIA ELEMENTS *contribute* **to the meaning or tone of non-print texts**.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.4.8	RL.5.8	RL.6.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.5.8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.4.9	RL.5.9	RL.6.9
Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature 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.

MULTIDIMENSIONALITY - RL.5.9

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

Compare/contrast STORIES IN THE SAME GENRE on *their approaches to* SIMILAR THEMES AND TOPICS.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.4.10	RL.5.10	RL.6.10
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.	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.	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..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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 5

Key Ideas and Details	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.
Craft and Structure	
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.
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
Integration of Knowledge and Ideas	
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.
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).
RI.5.9	Integrate information from several texts on the same theme or topic.
Range of Reading and Level of Text Complexity	
RI.5.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE READING 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.

PROGRESSION

RI.4.1	RI.5.1	RI.6.1
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RI.5.1

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

QUOTE ACCURATELY FROM A TEXT when *explaining what the text says explicitly* and **when drawing inferences** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.4.2	RI.5.2	RI.6.2
Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective summary.

MULTIDIMENSIONALITY

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

Analyze how the CENTRAL IDEAS **are reflected** in a text, and *cite* **relevant implicit** *and explicit evidence* **to support thinking**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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

RI.4.3	RI.5.3	RI.6.3
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.	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.

MULTIDIMENSIONALITY RI.5.3

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

Explain the **relationships or interactions between** INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORICAL, SCIENTIFIC OR TECHNICAL TEXT *based on specific information over the course of a text*.

GUIDING PRINCIPLE READING INFORMATIONAL TEXT

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

RI.4.4	RI.5.4	RI.6.4
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

MULTIDIMENSIONALITY - RI.5.4

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

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE READING INFORMATIONAL TEXT

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

PROGRESSION

RI.4.5	RI.5.5	RI.6.5
Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	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.

MULTIDIMENSIONALITY - RI.5.5

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

Compare/contrast *the overall* STRUCTURE *of events, ideas, concepts or information in* TWO OR MORE TEXTS.

GUIDING PRINCIPLE READING INFORMATIONAL TEXT

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

PROGRESSION

RI.4.6	RI.5.6	RI.6.6
Compare/contrast a firsthand and secondhand account of the same event or topic.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.

MULTIDIMENSIONALITY - RI.5.6

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

Analyze MULTIPLE ACCOUNTS **of** *the same event or topic*, **noting important similarities and differences in the** PERSPECTIVE **they represent**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE 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.4.7	RI.5.7	RI.6.7
Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	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.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.

MULTIDIMENSIONALITY - RI.5.7

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

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**.

GUIDING PRINCIPLE READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.4.8	RI.5.8	RI.6.8
Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.

MULTIDIMENSIONALITY - RI.5.8

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

Explain how an author uses REASONS and EVIDENCE **to support particular** CLAIMS in a text, *identifying which* REASONS *and* EVIDENCE *support which* CLAIM(S).

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE READING INFORMATIONAL TEXT

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

PROGRESSION

RI.4.9	RI.5.9	RI.6.9
Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.

MULTIDIMENSIONALITY - RI.5.9

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

Integrate *information* from SEVERAL TEXTS ON THE SAME THEME OR TOPIC.

GUIDING PRINCIPLE READING INFORMATIONAL TEXT

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

PROGRESSION

RI.4.10	RI.5.10	RI.6.10
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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.5.10

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 INFORMATIONAL TEXTS **independently and proficiently**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 5

Text Types and Purposes	
C.5.1	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. 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.
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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 5

Text Types and Purposes	
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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. c. Use 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.
Production and Distribution	
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.
Research to Build and Present Knowledge	
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
Range of Writing	
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.4.1	C.5.1	C.6.1
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.)	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.)	Compose arguments to support claims with clear reasons and relevant evidence.
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style 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.	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.	b. Introduce claim(s), and organize the reasons and evidence clearly.
c. Provide reasons that are supported by facts and details.	c. Provide logically ordered reasons that are supported by facts and details.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.4.1	C.5.1	C.6.1
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
			e. Establish and maintain a formal style.
	e. Provide a concluding section.	e. Provide a concluding section.	f. Provide a concluding statement or section that follows from the argument presented.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	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.	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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience*.

b. *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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.4.2	C.5.2	C.6.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	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.)	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 and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	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, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.4.2	C.5.2	C.6.2
	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use appropriate transitions to clarify the relationships among ideas and concepts.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use grade-appropriate transitions to develop text structure across paragraphs.	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	f. 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 section.	g. Provide a concluding section.	g. Provide a concluding statement or section that follows from the information or explanation presented.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by plan ning, revising, editing and rewriting.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience*.

b. *Introduce a topic clearly,* **provide a general observation and focus and** *group related information logically*; **include formatting, illustrations and multimedia when useful to aiding comprehension**.

c. **Develop the topic** *with facts, definitions, concrete details, quotations or other information and examples related to the topic*.

d. *Use grade-appropriate* CONJUNCTIONS *to develop text structure within sentences*.

e. *Use grade-appropriate* TRANSITIONS *to develop text structure across paragraphs.*

f. Use precise language and domain-specific vocabulary to inform about or explain the topic.

g. Provide a concluding section.

h. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising,** *editing*, **rewriting or trying a new approach**.

Interdisciplinary Literacy Practices

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.4.3	C.5.3	C.6.3
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 <u>every</u> writing experience must utilize those digital resources.)	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.)	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 and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style 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.	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.	b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.4.3	C.5.3	C.6.3
	c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	c. Use narrative techniques, such as dialogue, description 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, experiences, events and/or characters.
	d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
	f. Provide a conclusion that follows the narrated experiences or events.	f. Provide a conclusion that follows the narrated experiences or events.	f. Provide a conclusion that follows from the narrated experiences or events.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	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.	g. With 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 every writing experience must utilize those digital resources.)

a. **Produce clear and coherent writing in which the development and organization** *are appropriate to task, purpose and audience*.

b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.

c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.

d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.

e. Use concrete words and phrases and sensory details to convey experiences and events precisely.

f. Provide a conclusion that follows the narrated experiences or events.

g. With guidance and support from peers and adults, **develop and strengthen writing as needed by planning, revising,** *editing*, **rewriting or trying a new approach.**

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

PROGRESSION

C.4.4	C.5.4	C.6.4
With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	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.

MULTIDIMENSIONALITY - C.5.4

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

With limited guidance and support from adults, *use* DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**.

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.4.5	C.5.5	C.6.5
Conduct short research projects that build knowledge through investigation 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.	Conduct short research projects to answer a question, drawing on several sources.

MULTIDIMENSIONALITY - C.5.5

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

Conduct short RESEARCH **projects that use** SEVERAL SOURCES *to build knowledge* **through investigation of different aspects of a topic**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.

PROGRESSION

C.4.6	C.5.6	C.6.6
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.	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.	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, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.5.6

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

Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; SUMMARIZE OR PARAPHRASE *applicable information in notes and finished work, and provide a list of sources.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.4.7	C.5.7	C.6.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.5.7

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Language – Grade 5

Conventions of Standard English	
L.5.1	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. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.
L.5.2	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.
Vocabulary Acquisition and Use	
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. 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 contrast, addition and other logical relationships.
L.5.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.4.1	L.5.1	L.6.1
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may, and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as: to, too, two; there, their, they're.	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. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.	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. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.

MULTIDIMENSIONALITY - L.5.1

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

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.
b. *Use* the PERFECT VERB TENSES.
c. *Use* VERB TENSE *to convey various times, sequences, states and conditions*.
d. *Produce* COMPLETE SENTENCES *recognizing and correcting inappropriate shifts in verb tense*.
e. *Use* CORRELATIVE CONJUNCTIONS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.4.2	L.5.2	L.6.2
When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.5.2

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

When writing:

a. *Use* PUNCTUATION TO SEPARATE ITEMS IN A SERIES.

b. *Use* a COMMA TO SEPARATE AN INTRODUCTORY ELEMENT FROM THE REST OF THE SENTENCE.

c. *Use* a COMMA TO SET OFF THE WORDS YES AND NO, TO SET OFF A TAG QUESTION FROM THE REST OF THE SENTENCE AND TO INDICATE DIRECT ADDRESS.

d. *Use* UNDERLINING, QUOTATION MARKS OR ITALICS TO INDICATE TITLES OF WORKS.

e. Use strategies and resources (print and electronic) to identify and correct spelling errors.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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 its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	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.

MULTIDIMENSIONALITY - L.5.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening**.

a. **Expand, combine and reduce sentences for meaning, reader/listener interest and style**.

b. **Compare and contrast the** VARIETIES OF ENGLISH (e.g., dialects, registers, slang) **used in stories, dramas or poems.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.4.4	L.5.4	L.6.4
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.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.
a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common affixes and roots as clues to the meaning of a word.	b. Use common affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
b. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.4.5	L.5.5	L.6.5
Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including 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.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

MULTIDIMENSIONALITY - L.5.5

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

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. **Interpret figurative language**, including 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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PROGRESSION

L.4.4	L.5.4	L.6.4
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.	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.	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.

MULTIDIMENSIONALITY - L.5.4

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 5 reading and content, **choosing flexibly from an array of strategies**.

a. **Use context** (e.g., CAUSE/EFFECT RELATIONSHIPS AND COMPARISONS in text) **as a clue to the meaning of a word or phrase.**

b. **Use common** AFFIXES AND ROOTS **as clues to the meaning of a word.**

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 CONTRAST, ADDITION AND OTHER LOGICAL RELATIONSHIPS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.

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Reading Standards for Literature - Grade 6

Key Ideas and Details	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
Craft and Structure	
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.5	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.
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.
Integration of Knowledge and Ideas	
RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.
RL.6.8	(Not applicable to literature)
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.
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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE ROR 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.

PROGRESSION

RL.5.1	RL.6.1	RL.7.1
Quote accurately from a text when explaining what the text says explicitly and when drawing 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.

MULTIDIMENSIONALITY - RL.6.1

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

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 textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

PROGRESSION

RL.5.2	RL.6.2	RL.7.2
Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing, or summarizing.

MULTIDIMENSIONALITY - RL.6.2

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

Analyze how the THEME **is reflected** in the text by *citing* **particular** *details and/or providing an objective summary.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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

RL.5.3	RL.6.3	RL.7.3
Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze 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.	Analyze how particular elements of a story or drama influence one another.

MULTIDIMENSIONALITY - RL.6.3

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

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.

GUIDING PRINCIPLE ROR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.5.4	RL.6.4	RL.7.4
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.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.

MULTIDIMENSIONALITY - RL.6.6

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 connotative meanings**; **analyze the impact of a specific** WORD CHOICE **on meaning and** TONE.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes lifelong learning.

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GUIDING PRINCIPLE ROR READING LITERATURE

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

PROGRESSION

RL.5.5	RL.6.5	RL.7.5
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.	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.

MULTIDIIMENSIONALITY - RL.6.5

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

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.

GUIDING PRINCIPLE ROR READING LITERATURE

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

PROGRESSION

RL.5.6	RL.6.6	RL.7.6
Describe how a narrator's or speaker's perspective influences how events are described.	Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.

MULTIDIMENSIONALITY - RL.6.6

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

Explain how an author develops *the* PERSPECTIVE *of the narrator or speaker* in a text.

Interdisciplinary Literacy Practices

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

RL.5.7	RL.6.7	RL.7.7
Analyze how visual and multi-media elements contribute to the meaning or tone of non-print texts.	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 of techniques unique to each medium.

MULTIDIMENSIONALITY - RL.6.7

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

Compare/contrast *reading a* PRINT TEXT and *viewing its* VISUAL/ORAL PRESENTATION.

GUIDING PRINCIPLE ROR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.5.8	RL.6.8	RL.7.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.6.8

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

(Not applicable to literature)

Interdisciplinary Literacy Practices

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

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GUIDING PRINCIPLE ROR 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

RL.5.9	RL.6.9	RL.7.9
Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.

MULTIDIIMENSIONALITY - RL.6.9

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

Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS *approach a* SIMILAR THEME OR TOPIC.

GUIDING PRINCIPLE ROR READING LITERATURE

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

PROGRESSION

RL.5.10	RL.6.10	RL.7.10
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.	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.	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.6.10

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 6

Key Ideas and Details	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.
Craft and Structure	
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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.
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.
Integration of Knowledge and Ideas	
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
RI.6.9	Compare/contrast how two or more authors present similar events.
Range of Reading and Level of Text Complexity	
RI.6.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.5.1	RI.6.1	RI.7.1
Quote accurately from a text when explaining what the text says explicitly and when drawing 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.

MULTIDIMENSIONALITY - RI.6.1

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

CITE TEXTUAL EVIDENCE **to support analysis of** *what the text says explicitly* as well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.5.2	RI.6.2	RI.7.2
Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit evidence to support thinking.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.

MULTIDIMENSIONALITY - RI.6.2

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

Analyze how the CENTRAL IDEAS **are reflected** in the text by *citing particular details and/or providing an objective summary.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.5.3	RI.6.3	RI.7.3
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information over the course of a text.	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.

MULTIDIMENSIONALITY - RI.6.3

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

Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA *over the course of a text.*

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.5.4	RI.6.4	RI.7.4
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.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	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.

MULTIDIMENSIONALITY RI.6.4

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 the impact of a specific** WORD CHOICE **on meaning and** TONE.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.5.5	RI.6.5	RI.7.5
Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	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.	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.

MULTIDIMENSIONALITY - RI.6.5

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

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.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.5.6	RI.6.6	RI.7.6
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.

MULTIDIMENSIONALITY - RI.6.6

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

Determine an author's PERSPECTIVE *and* PURPOSE in a text and **explain how it is conveyed** in a text.

Interdisciplinary Literacy Practices

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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

RI.5.7	RI.6.7	RI.7.7
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.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	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.

MULTIDIMENSIONALITY - RI.6.7

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

Integrate information presented in PRINT AND NON-PRINT FORMATS **to develop a coherent understanding of a** *topic or issue*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.5.8	RI.6.8	RI.7.8
Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	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.

MULTIDIMENSIONALITY - RI.6.8

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

Identify and **evaluate** the ARGUMENT and **specific** CLAIMS **in a text**, *distinguishing* CLAIMS *that are supported by* REASONS *and* EVIDENCE *from unsupported* CLAIMS.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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6	Collaborate with others to create new meaning.
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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 knowledge or to compare the approaches the authors take.

PROGRESSION

RI.5.9	RI.6.9	RI.7.9
Integrate information from several 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 present key information by emphasizing different evidence or advancing different interpretations of facts.

MULTIDIMENSIONALITY - RI.6.9

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

Compare/contrast how TWO OR MORE AUTHORS *present* SIMILAR EVENTS.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.5.10	RI.6.10	RI.7.10
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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.6.10

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 INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

Composition – Grade 6

Text Types and Purposes	
C.6.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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, acknowledging opposing claims, and demonstrating an understanding of the topic or text. d. Use words, phrase 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.
C.6.2	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, 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Composition - Grade 6

Text Types and Purposes	
C.6.3	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.
Production and Distribution	
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.
Research to Build and Present Knowledge	
C.6.5	Conduct short research projects to answer a question, drawing on several sources.
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, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
Range of Writing	
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Interdisciplinary Literacy Practices

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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.
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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.

PROGRESSION

C.5.1	C.6.1	C.7.1
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.)	Compose arguments to support claims with clear reasons and relevant evidence. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	Compose arguments to support claims with clear reasons and relevant evidence. (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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style 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.	b. Introduce claim(s), and organize the reasons and evidence clearly.	b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
c. Provide logically ordered reasons that are supported by facts and details.	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.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Interdisciplinary Literacy Practices

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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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HOME

PROGRESSION			
	C.5.1	C.6.1	C.7.1
	d. Use grade-appropriate transitions.	d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	d. Use transitions to create cohesion and clarify the relationships among claims.
		e. Establish and maintain a formal style.	e. Establish and maintain a task appropriate writing style.
	e. Provide a concluding section.	f. Provide a concluding statement or section that follows from the argument presented.	f. Provide a concluding statement or section that supports the argument presented.
	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.	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.

Interdisciplinary Literacy Practices

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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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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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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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 promotes 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.

PROGRESSION

C.5.2	C.6.2	C.7.2
Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	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.)	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 and organization are appropriate to task, purpose, and audience.	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

PROGRESSION			
	C.5.2	C.6.2	C.7.2
	c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
	d. Use grade-appropriate conjunctions to develop text structure within sentences.	d. Use appropriate transitions to clarify the relationships among ideas and concepts.	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	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.
	f. Use precise language and domain-specific vocabulary to inform about or explain the topic.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.
	g. Provide a concluding section.	g. Provide a concluding statement or section that follows from the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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 every 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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.5.3	C.6.3	C.7.3
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 <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, non-linear or circular structure.	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. (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. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	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. (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. 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

PROGRESSION			
C.5.3	C.6.3	C.7.3	
c. Use narrative techniques, such as dialogue, description 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, experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.	
d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	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 the narrated experiences or events.	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.	
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.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

MULTIDIMENSIONALITY - C.6.3

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

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

a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*

b. **Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.**

c. **Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.**

d. *Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.*

e. *Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.*

f. **Provide a conclusion that follows from the narrated experiences or events.**

g. With guidance, **develop and strengthen writing as needed by planning, revising,** *editing,* **rewriting or trying a new approach.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.5.4	C.6.4	C.7.4
With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	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.

MULTIDIMENSIONALITY - C.6.4

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

Use DIGITAL RESOURCES **to create and publish products as well as to interact and collaborate with others**; *cite sources using MLA or APA format*.

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.5.5	C.6.5	C.7.5
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

MULTIDIMENSIONALITY - C.6.5

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

Conduct short RESEARCH **projects to answer a question,** *drawing on several sources.*

Interdisciplinary Literacy Practices

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HOME

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

C.5.6	C.6.6	C.7.6
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.	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, avoiding plagiarism by providing in-text and bibliographic 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 engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.6.6

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

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, *avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.*

GUIDING PRINCIPLE

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.

PROGRESSION

C.5.7	C.6.7	C.7.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.6.7

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.*

Interdisciplinary Literacy Practices

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HOME

Language – Grade 6

Conventions of Standard English	
L.6.1	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. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English and implement strategies to improve expression in conventional language.
L.6.2	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.
Knowledge of Language	
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	
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.6.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.5.1	L.6.1	L.7.1
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. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Produce complete sentences recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.	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. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English and implement strategies to improve expression in conventional language.	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.

MULTIDIMENSIONALITY - L.6.1

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

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.

b. *Recognize and correct inappropriate shifts in* PRONOUN *number and person*.

c. *Recognize* VARIATIONS FROM STANDARD ENGLISH and **implement strategies to improve expression in conventional language**.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.5.2	L.6.2	L.7.2
When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.6.2

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

When writing:

a. Demonstrate appropriate use of PUNCTUATION (COMMAS, PARENTHESES, DASHES) TO SET OFF NONRESTRICTIVE/PARENTHETICAL ELEMENTS.

b. Demonstrate appropriate use of strategies to identify and correct spelling errors.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.5.3	L.6.3	L.7.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.	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.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

MULTIDIMENSIONALITY - L.6.3

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

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.**

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.5.4	L.6.4	L.7.4
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.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	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.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	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.	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clariy the precise meaning of key words and phrases.

Interdisciplinary Literacy Practices

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HOME

PROGRESSION

L.5.4	L.6.4	L.7.4
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.	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.	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.

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.**

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

b. **Use** GREEK AND LATIN AFFIXES AND ROOTS **as clues to the meaning of a word.**

c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.5.5	L.6.5	L.7.5
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Interpret figurative language, including 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.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.

MULTIDIMENSIONALITY - L.6.5

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

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. **Interpret** FIGURATIVE LANGUAGE, including but not limited to PERSONIFICATION, **in context.**

b. **Use the relationship between particular words to better understand each of the words.**

c. **Distinguish among the** CONNOTATIONS OF WORDS WITH SIMILAR DENOTATIONS.

Interdisciplinary Literacy Practices

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HOME

Reading Standards for Literature - Grade 7

Key Ideas and Details	
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.
RL.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RL.7.3	Analyze how particular elements of a story or drama influence one another.
Craft and Structure	
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
Integration of Knowledge and Ideas	
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
RL.7.8	(Not applicable to literature)
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.
Range of Reading and Level of Text Complexity	
RL.7.10	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.

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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.

PROGRESSION

RL.6.1	RL.7.1	RL.8.1
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.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.7.1

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

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to **support analysis** of *what the text says explicitly* as well as **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.

PROGRESSIONS

RL.6.2	RL.7.2	RL.8.2
Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

MULTIDIMENSIONALITY - RL.7.2

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

Determine THEMES **of a text and analyze their development** *through citing textual evidence, paraphrasing or summarizing.*

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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

RL.6.3	RL.7.3	RL.8.3
Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of a story or drama influence 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 a decision.

MULTIDIMENSIONALITY - RL.7.3

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

Analyze how *particular* ELEMENTS OF A STORY OR DRAMA **influence one another.**

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.6.4	RL.7.4	RL.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.

MULTIDIMENSIONALITY - RL.7.4

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 connotative meanings**; **analyze the impact of** RHYMES AND OTHER REPETITIONS OF SOUNDS on a passage.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.6.5	RL.7.5	RL.8.5
Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

MULTIDIMENSIONALITY - RL.7.5

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

Analyze how the *form or* STRUCTURE *of a drama, poem or prose text* **contributes to its meaning.**

READING 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.6.6	RL.7.6	RL.8.6
Explain how an author develops the perspective of the narrator or speaker in a text.	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.

MULTIDIMENSIONALITY - RL.7.6

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.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.6.7	RL.7.7	RL.8.7
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 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 from the text or script, evaluating choices made by the director or actors.

MULTIDIMENSIONALITY - RL.7.7

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.

READING GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.6.8	RL.7.8	RL.8.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.7.8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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

RL.6.9	RL.7.9	RL.8.9
Compare/contrast how various forms or genres of texts approach 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.	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.

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*.

GUIDING PRINCIPLE FOR READING LITERATURE

10. 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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend, and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.7.10

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Informational Text Grade 7

Key Ideas and Details	
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.
RI.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.
Craft and Structure	
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.
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.
Integration of Knowledge and Ideas	
RI.7.7	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.
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.
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.
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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.6.1	RI.7.1	RI.8.1
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.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY –RI.7.1

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

CITE SEVERAL PIECES OF TEXTUAL EVIDENCE to **support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.6.2	RI.7.2	RI.8.2
Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

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, paraphrasing or summarizing.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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

RI.6.3	RI.7.3	RI.8.3
Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

MULTIDIMENSIONALITY –RI.7.3

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

Analyze the INTERACTIONS BETWEEN INDIVIDUALS, EVENTS AND IDEAS *over the course of a text*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.6.4	RI.7.4	RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	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 choices on meaning and tone.	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.

MULTIDIMENSIONALITY –RI.7.4

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 the impact of** WORD CHOICES **on meaning and** TONE.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.6.5	RI.7.5	RI.8.5
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.	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

MULTIDIMENSIONALITY –RI.7.5

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

Analyze *the* STRUCTURE *an author uses* **to organize a text**, including **how the different sections contribute to the whole and to the development of the ideas**.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.6.6	RI.7.6	RI.8.6
Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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 or her position from that of others**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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.6.7	RI.7.7	RI.8.7
Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	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.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.

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**.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.6.8	RI.7.8	RI.8.8
Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	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.	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.

MULTIDIMENSIONALITY –RI.7.8

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

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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.6.9	RI.7.9	RI.8.9
Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.

MULTIDIMENSIONALITY –RI.7.9

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

Analyze how TWO OR MORE AUTHORS WRITING ABOUT THE SAME TOPIC *present key information* **by emphasizing different evidence or advancing different interpretations of facts.**

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.6.10	RI.7.10	RI.8.10
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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY –RI.7.10

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 INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 7

Text Types and Purposes	
C.7.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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. 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.
C.7.2	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 7

Text Types and Purposes	
C.7.3	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.
Production and Distribution	
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.
Research to Build and Present Knowledge	
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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 bibliographic MLA or APA citation.
Range of Writing	
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.6.1	C.7.1	C.8.1
Compose arguments to support 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 relevant evidence.
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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.	b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.	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 clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

PROGRESSION			
	C.6.1	C.7.1	C.8.1
	d. Use words, phrases and clauses to clarify the relationships among claim (s) and reasons.	d. Use transitions to create cohesion and clarify the relationships among claims.	d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
	e. Establish and maintain a formal style.	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.
	f. Provide a concluding statement or section that follows from the argument presented.	f. Provide a concluding statement or section that supports the argument presented.	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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

MULTIDIMENSIONALITY - C.7.1

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 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.**

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 addressed.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.6.2	C.7.2	C.8.2
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.	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.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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.	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.	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 facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.6.2	C.7.2	C.8.2
	d. Use appropriate transitions to clarify the relationships among ideas and concepts.	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.
	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 domain-specific vocabulary to inform about or explain the topic.
	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.
	g. Provide a concluding statement or section that follows from the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes 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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.6.3	C.7.3	C.8.3
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.	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.	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.	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	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.	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.	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 and description, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION		
C.6.3	**C.7.3**	**C.8.3**
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	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 convey experiences and events.	e. Use precise words, relevant descriptive details and sensory language to capture the action and convey 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 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 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.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	g. With 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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

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 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.

MULTIDIMENSIONALITY - C.7.4

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

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.6.5	C.7.5	C.8.5
Conduct short research projects to answer a question, drawing on several sources.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.

MULTIDIMENSIONALITY - C.7.5

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

Conduct short RESEARCH **projects to answer a question,** *drawing on several sources* **and generating additional related, focused questions for further research and investigation.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.6.6	C.7.6	C.8.6
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, avoiding plagiarism by providing in-text and bibliographic 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 engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic 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 providing in-text and bibliographic MLA or APA citation.

MULTIDIMENSIONALITY - C.7.6

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

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 bibliographic MLA or APA citation.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes, and audiences.

PROGRESSION

C.6.7	C.7.7	C.8.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.

MULTIDIMENSIONALITY - C.7.7

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Language – Grade 7

Conventions of Standard English	
L.7.1	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
L.7.2	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use	
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.6.1	L.7.1	L.8.1
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. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.

MULTIDIMENSIONALITY - L.7.1

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

In both written and oral expression:

a. *Create sentences using correctly placed* CLAUSES AND PHRASES.

b. *Demonstrate appropriate use of* SIMPLE, COMPOUND, COMPLEX AND COMPOUND-COMPLEX SENTENCES **to signal differing relationships among ideas.**

Interdisciplinary Literacy Practices

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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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.6.2	L.7.2	L.8.2
When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.7.2

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

When writing:

a. *Demonstrate appropriate use* of a COMMA TO SEPARATE COORDINATE ADJECTIVES.

b. *Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.*

Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR LANGUAGE

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

L.6.3	L.7.3	L.8.3
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.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

MULTIDIMENSIONALITY - L.7.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening.**

a. **Choose language that expresses ideas precisely and concisely**, *recognizing and eliminating wordiness and redundancy.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.6.4	L.7.4	L.8.4
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.	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.	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.
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.	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.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION

L.6.4	L.7.4	L.8.4
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.	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.	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.

MULTIDIMENSIONALITY - L.7.4

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 7 reading and content, **choosing flexibly from an array of strategies**.

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

b. **Use** GREEK AND LATIN AFFIXES AND ROOTS **as clues to the meaning of a word.**

c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.

d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.6.5	L.7.5	L.8.5
Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

MULTIDIMENSIONALITY - L.7.5

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

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

a. **Interpret figurative language**, including but not limited to ALLUSIONS, **in context.**

b. Use the relationship between particular words to improve understanding.

c. **Distinguish among the** CONNOTATIONS **of words with similar** DENOTATIONS.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Literature - Grade 8

Key Ideas and Details	
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
Craft and Structure	
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.
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.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
Integration of Knowledge and Ideas	
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
RL.8.8	(Not applicable to literature)
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

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 from the text.	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 inferences drawn 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.

PROGRESSIONS

RL.7.2	RL.8.2	RL.9-10.2
Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine themes of a text, and analyze how they are developed through relationships of characters, setting, and plot, citing textual evidence, paraphrasing or summarizing.	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.

MULTIDIMENSIONALITY - RL.8.2

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

Determine THEMES **of a text, and analyze how they are developed through relationships of characters, setting and plot**, *citing textual evidence, paraphrasing or summarizing.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.7.3	RL.8.3	RL.8.3
Analyze how particular elements of a story or drama influence 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 a decision.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

MULTIDIMENSIONALITY - RL.8.3

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

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.**

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.7.4	RL.8.4	RL.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	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.

MULTIDIMENSIONALITY - RL.8.4

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 connotative meanings; analyze the impact of specific** WORD CHOICES **on meaning and** TONE, including but not limited to ANALOGIES or ALLUSIONS to other texts.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.7.5	RL.8.5	RL.9-10.5
Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

MULTIDIMENSIONALITY - RL.8.5

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

Compare/contrast *the structure of two or more texts* **and analyze how the differing** STRUCTURE OF EACH 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
Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.

MULTIDIMENSIONALITY - RL.8.6

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

Analyze characters' and readers' PERSPECTIVES and *how the differences* **create effects,** including but not limited to SUSPENSE, HUMOR AND EMPATHY.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.7.7	RL.8.7	RL.9-10.7
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects 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 from the text or script, evaluating choices made by the director or actors.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

MULTIDIMENSIONALITY - RL.8.7

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

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.**

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.7.8	RL.8.8	RL.9-10.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.8.8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.7.9	RL.8.9	RL.9-10.9
Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	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.	Analyze how an author draws on and transforms source material in a specific work.

MULTIDIMENSIONALITY - RL.8.9

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

Analyze how a MODERN WORK OF FICTION **draws on** THEMES, PATTERNS OF EVENTS OR CHARACTER TYPES **from** MYTHS, TRADITIONAL STORIES OR RELIGIOUS WORKS, including *describing how the material is rendered new*.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.7.10	RL.8.10	RL.9-10.10
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.	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.	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.8.10

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

By the end of the year, **flexibly use a variety of comprehension strategies** (*i.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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 8

Key Ideas and Details	
RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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.
Craft and Structure	
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.
Integration of Knowledge and Ideas	
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
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.
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.
Range of Reading and Level of Text Complexity	
RI.8.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING 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.

PROGRESSION

RI.7.1	RI.8.1	RI.9-10.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	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 inferences drawn from the text.

MULTIDIMENSIONALITY - RI.8.1

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

CITE RELEVANT TEXTUAL EVIDENCE **to support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.7.2	RI.8.2	RI.9-10.2
Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	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.

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 details, citing textual evidence, paraphrasing or summarizing*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.7.3	RI.8.3	RI.9-10.3
Analyze the interactions between individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	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.

MULTIDIMENSIONALITY - RI.8.3

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

Analyze how an author uses COMPARISONS, ANALOGIES OR CATEGORIES *to make connections among and distinctions between ideas over the course of a text.*

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.7.4	RI.8.4	RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choice on tone.	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.	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.

MULTIDIMENSIONALITY - RI.8.4

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

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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.7.5	RI.8.5	RI.9-10.5
Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

MULTIDIMENSIONALITY - RI.8.5

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

Analyze in detail the STRUCTURE OF A SPECIFIC PARAGRAPH in a text**, including the role of particular sentences in developing and refining** ***a key concept***.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.7.6	RI.8.6	RI.9-10.6
Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	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.

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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
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.	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.

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 particular** *topics or ideas*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.7.8	RI.8.8	RI.9-10.8
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.	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.	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.

MULTIDIMENSIONALITY - RI.8.8

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

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*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

RI.7.9	RI.8.9	RI.9-10.9
Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or interpretation.	Analyze documents of historical and literary significance, including how they address related themes and concepts.

MULTIDIMENSIONALITY - RI.8.9

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

Analyze TWO OR MORE TEXTS WITH CONFLICTING INFORMATION ON THE SAME TOPIC, and *identify where the texts disagree in fact or interpretation*.

GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT

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

PROGRESSION

RI.7.10	RI.8.10	RI.9-10.10
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts inde-	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 informational texts independently.	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 informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.8.10

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

By the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read,** *comprehend* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 8

Text Types and Purposes	
C.8.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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.
C.8.2	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 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. 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. 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 8

Text Types and Purposes	
C.8.3	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.
Production and Distribution of Writing	
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.
Research to Build and Present Knowledge	
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.
C.8.6	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 reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
Range of Writing	
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.7.1	C.8.1	C.9-10.1
Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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.	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.	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. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.7.1	C.8.1	C.9-10.1
	d. Use transitions to create cohesion and clarify the relationships among claims.	d. Use transitions to create cohesion and clarify the relationships among claim(s), counter-claims, reasons and evidence.	d. Link the major sections of the text cohesively, and clarify the relationships.
	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.
	f. Provide a concluding statement or section that supports the argument presented.	f. Provide a concluding statement or section that supports the argument presented.	f. Provide a concluding statement or section that follows from and 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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.7.2	C.8.2	C.9-10.2
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.	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.	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 clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce writing in which the development and organization are appropriate to task and purpose.
b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and effect; include formatting, graphics and multimedia when useful to aiding comprehension.	b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.	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 relevant facts, definitions, concrete details, quotations or other information and examples.	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.7.2	C.8.2	C.9-10.2
	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. 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 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 domain-specific vocabulary to manage the complexity of the topic.
	f. Establish and maintain a formal style.	f. Establish and maintain a formal style.	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.7.3	C.8.3	C.9-10.3
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.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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.	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.	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.
c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION		
C.7.3	**C.8.3**	**C.9-10.3**
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	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.	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, relevant descriptive details and sensory language to capture the action and convey experiences and events.	e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	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 follows from and reflects on the narrated experiences or events.	f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.	f. Provide a conclusion that explicitly 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.	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.7.4	C.8.4	C.9-10.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	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.

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

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.7.5	C.8.5	C.9-10.5
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	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.

MULTIDIMENSIONALITY - C.8.5

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

Conduct short RESEARCH **projects to answer a question (including a self-generated question),** *drawing on several sources* **and generating new avenues for inquiry.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.7.6	C.8.6	C.9-10.6
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 bibliographic 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 providing in-text and bibliographic MLA or APA citation.	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 following a standard format for citation.

MULTIDIMENSIONALITY - C.8.6

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

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, *while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.7.7	C.8.7	C.9-10.7
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, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

MULTIDIMENSIONALITY - C.8.7

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Language – Grade 8

Conventions of Standard English	
L.8.1	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
L.8.2	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
Knowledge of Language	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
Vocabulary Acquisition and Use	
L.8.4	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.7.1	L.8.1	L.9-10.1
In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	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, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

MULTIDIMENSIONALITY - L.8.1

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

In both written and oral expression:

a. *Identify* VERBALS *correctly based on their intended function*.

b. *Demonstrate appropriate use of* VERBS IN THE ACTIVE AND PASSIVE VOICE.

c. *Demonstrate appropriate use of* VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITIONAL AND SUBJUNCTIVE MOOD, *while recognizing and correcting inappropriate shifts.*

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.7.2	L.8.2	L.9-10.2
When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

MULTIDIMENSIONALITY - L.8.2

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

When writing:

a. *Demonstrate appropriate use* of PUNCTUATION TO INDICATE A PAUSE OR BREAK.

b. *Demonstrate appropriate use* of an ELLIPSIS TO INDICATE AN OMISSION.

c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.7.3	L.8.3	L.9-10.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

MULTIDIMENSIONALITY - L.8.3

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

Use knowledge of language and its conventions **when writing, speaking, reading or listening**.

a. *Use* VERBS IN THE ACTIVE AND PASSIVE VOICE AND IN THE CONDITIONAL AND SUBJUNCTIVE MOOD **to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).**

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.7.4	L.8.4	L.9-10.4
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.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	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.	a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	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.

Interdisciplinary Literacy Practices

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HOME

PROGRESSION

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; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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.	e. 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.

MULTIDIMENSIONALITY - L.8.4

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 8 reading and content, **choosing flexibly from an array of strategies**.

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

b. *Use* GREEK AND LATIN AFFIXES AND ROOTS **as clues to the meaning of a word**.

c. *Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.*

d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.7.5	L.8.5	L.9-10.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.

MULTIDIMENSIONALITY - L.8.5

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

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

a. **Interpret figurative language**, including but not limited to IRONY, **in context**.

b. Use the relationship between particular words to better understand each of the words.

c. **Distinguish among the** CONNOTATIONS **of words with similar** DENOTATIONS.

Interdisciplinary Literacy Practices

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

HOME

Reading Standards for Literature - Grade 9-10

Key Ideas and Details	
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.
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.
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.
Craft and Structure	
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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.
Integration of Knowledge and Ideas	
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
RL.9-10.8	(Not applicable to literature)
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.
Range of Reading and Level of Text Complexity	
RL.9-10.10	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RL.8.1	RL.9-10.1	RL.11.12.1
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 inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY RL.9-10.1

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 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.

PROGRESSION

RL.8.2	RL.9-10.2	RL.11-12.2
Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	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.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

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**.

Interdisciplinary Literacy Practices

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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.
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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

RL.8.3	RL.9-10.3	RL.11-12.3
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.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	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.

MULTIDIMENSIONALITY - RL.9-10.3

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

Analyze how COMPLEX CHARACTERS **develop** *over the course of a text*, **interact with other characters** and **advance the plot** or **develop themes**.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.8.4	RL.9-10.4	RL.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	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.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.

MULTIDIMENSIONALITY - RL.9-10.4

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 connotative meanings**; **analyze the cumulative impact of specific** WORD CHOICES **on meaning and** TONE.

Interdisciplinary Literacy Practices

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GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.8.5	RL.9-10.5	RL.11-12.5
Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	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.

MULTIDIMENSIONALITY - RL.9-10.5

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

Analyze how an author's choices concerning *how to* STRUCTURE A TEXT, ORDER EVENTS *within it and* MANIPULATE TIME **create such effects as mystery, tension or surprise**.

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.8.6	RL.9-10.6	RL.11-12.6
Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	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.

MULTIDIMENSIONALITY - RL.9-10.6

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 *drawing on a wide reading of world literature.*

Interdisciplinary Literacy Practices

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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.
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HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.8.7	RL.9-10.7	RL.11-12.7
Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

MULTIDIMENSIONALITY - RL.9-10.7

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

Analyze the REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, *including what is emphasized or absent in each treatment.*

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.8.8	RL.9-10.8	RL.11-12.8
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

MULTIDIMENSIONALITY - RL.9-10.8

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

(Not applicable to literature)

Interdisciplinary Literacy Practices

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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

RL.8.9	RL.9-10.9	RL.11-12.9
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

MULTIDIMENSIONALITY - RL.9-10.9

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

Analyze how an author DRAWS ON AND TRANSFORMS SOURCE MATERIAL *in a specific work*.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend, and analyze grade-level appropriate, complex literary 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 importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.9-10.10

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

By the end of the year, **flexibly use a variety of comprehension strategies** (*i.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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 9-10

Key Ideas and Details	
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.
RI.9-10.2	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.
RI.9-10.3	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.
Craft and Structure	
RI.9-10.4	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.
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.
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.
Integration of Knowledge and Ideas	
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.
RI.9-10.8	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.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.9-10.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RI.8.1	RI.9-10.1	RI.11-12.1
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 inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RI.9-10.1

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 well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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.

PROGRESSION

RI.8.2	RI.9-10.2	RI.11-12.2
Determine central ideas of a text and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing, or summarizing.	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.	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.

MULTIDIMENSIONALITY - RI.9-10.2

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

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.8.3	RI.9-10.3	RI.11-12.3
Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	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.	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.

MULTIDIMENSIONALITY - RI.9-10.3

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

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

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 figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	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.	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.

MULTIDIMENSIONALITY - RI.9-10.4

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 the cumulative impact of specific** WORD CHOICES **on meaning and** TONE.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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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

RI.8.5	RI.9-10.5	RI.11-12.5
Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

MULTIDIMENSIONALITY - RI.9-10.5

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

Analyze in detail how an author's IDEAS OR CLAIMS **are developed and refined by** *particular sentences, paragraphs or larger portions of a text.*

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

PROGRESSION

RI.8.6	RI.9-10.6	RI.11-12.6
Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	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.	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

MULTIDIMENSIONALITY - RI.9-10.6

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

Determine an author's POINT OF VIEW, PERSPECTIVE *and* PURPOSE in a text, and **analyze how an author uses** RHETORIC **to advance that point of view or purpose**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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

RI.8.7	RI.9-10.7	RI.11-12.7
Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

MULTIDIMENSIONALITY - RI.9-10.7

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

Analyze various accounts of A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, *determining which details are emphasized in each account*.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.8.8	RI.9-10.8	RI.11-12.8
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.	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.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

MULTIDIMENSIONALITY - RI.9-10.8

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

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.

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

RI.8.9	RI.9-10.9	RI.11-12.9
Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	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.

MULTIDIMENSIONALITY - RI.9-10.9

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

Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, **including how they address** *related* THEMES **and concepts**.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

PROGRESSION

RI.8.10	RI.9-10.10	RI.11-12.10
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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

MULTIDIMENSIONALITY - RI.9-10.10

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

By the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read,** *comprehend,* **and analyze** GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Composition – Grade 9-10

Text Types and Purposes	
C.9-10.1	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 claim(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.
C.9-10.2	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 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 9-10

Texts Type and Purposes	
C.9-10.3	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 and purpose. 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. 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.
Production and Distribution of Writing	
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. Use a variety of formats to cite sources.
Research to Build and Present Knowledge	
C.9-10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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 following a standard format for citation.
Range of Writing	
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

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 substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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.	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.	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), counterclaims, reasons, and evidence.
c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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PROGRESSION			
	C.8.1	C.9-10.1	C.11-12.1
	d. Use transitions to create cohesion and clarify the relationships among claim (s), counterclaims, reasons and evidence.	d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims, reasons and evidence.	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.	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.
	f. Provide a concluding statement or section that supports the argument presented.	f. Provide a concluding statement or section that follows from and supports the argument presented.	f. Provide a concluding statement or section that follows from and 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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.8.2	C.9-10.2	C.11-12.2
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.	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.	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	a. Produce writing in which the development and organization are appropriate to task and purpose.	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 into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.	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.	b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	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.	c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
C.8.2	C.9-10.2	C.11-12.2	
d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	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.	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 and domain-specific vocabulary to inform about or explain the topic.	e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	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.	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.	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.	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.	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.	

Interdisciplinary Literacy Practices

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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.**

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.8.3	C.9-10.3	C.11-12.3
Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	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.	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.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	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 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.	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.	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.
c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events, and/or characters.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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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HOME

PROGRESSION			
	C.8.3	C.9-10.3	C.11-12.3
	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.	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 toward a particular tone and outcome.
	e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	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 connects the narrative's relevance to the intended purpose of the writing.	f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.	f. Provide a conclusion that explicitly 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.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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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

C.8.4	C.9-10.4	C.11-12.4
Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	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.	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 dynamically. Use a variety of formats to cite sources.

MULTIDIMENSIONALITY - C.9-10.4

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

Use DIGITAL RESOURCES **to create, publish, and update individual or shared products**, *taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.*

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.8.5	C.9-10.5	C.11.12.5
Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	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.	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.

MULTIDIMENSIONALITY - C.9-10.5

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

Conduct short as well as more sustained RESEARCH **projects to answer a question (including a self-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.*

Interdisciplinary Literacy Practices

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

PROGRESSION

C.8.6	C.9-10.6	C.11-12.6
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 reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	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 following a standard format for citation.	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 overreliance on any one source and following a standard format for citation.

MULTIDIMENSIONALITY - C.9-10.6

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

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 following a standard format for citation.*

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.8.7	C.9-10.7	C.11-12.7
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audience.	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 task, purposes and audiences.

MULTIDIMENSIONALITY - C.9-10.7

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

Language – Grades 9-10

Conventions of Standard English

L.9-10.1	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, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Knowledge of Language

L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.9-10.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Literacy Practices

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

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.8.1	L.9-10.1	L.11-12.1
In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	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, 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: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.

MULTIDIMENSIONALITY - L.9-10.1

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

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, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, ADVERBIAL) **to convey specific meanings and add variety and interest to writing or presentations.**

Interdisciplinary Literacy Practices

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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.8.2	L.9-10.2	L.11-12.2
When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.

MULTIDIMENSIONALITY - L.9-10.2

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

When writing:

a. *Demonstrate appropriate use* of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES.

b. *Demonstrate appropriate use* of a COLON TO INTRODUCE A LIST OR QUOTATION.

c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

Interdisciplinary Literacy Practices

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 language arts to better understand self, others and the world.
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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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.8.3	L.9-10.3	L.11-12.3
Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	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.

MULTIDIMENSIONALITY - L.9-10.3

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

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

a. **Write** *and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

L.8.4	L.9-10.4	L.11-12.4
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.	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.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	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.	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.	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.	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION

L.8.4	L.9-10.4	L.11-12.4
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.	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.	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.

MULTIDIMENSIONALITY - L.9-10.4

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

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

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

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

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

d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.8.5	L.9-10.5	L.11-12.5
Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
a. Interpret figurative language, including but not limited to irony, in context.	a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.	a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text.
b. Use the relationship between particular words to better understand each of the words.	b. Analyze nuances in the meaning of words with similar denotations.	b. Analyze nuances in the meaning of words with similar denotations.
c. Distinguish among the connotations of words with similar denotations.		

MULTIDIMENSIONALITY - L.9-10.5

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

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

a. **Interpret** FIGURES OF SPEECH **in context**, including but not limited to EUPHEMISM and OXYMORON, and **analyze their rhetorical function** in the text.

b. **Analyze nuances in the meaning of words with similar denotations**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Literature Grade 11-12

Key Ideas and Details	
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.
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 account.
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.
Craft and Structure	
RL.11-12.4	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 and on the text as a whole.
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.
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.
Integration of Knowledge and Ideas	
RL.11-12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
RL.11-12.10	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RL.9-10.1	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.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

MULTIDIMENSIONALITY - RL.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 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.

PROGRESSION

RL.9-10.2	RL.11-12.2	
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.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	

MULTIDIMENSIONALITY - RL.11-12.2

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 course of the text*, including **how they interact and build on one another to produce** *a complex account*.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.9-10.3	RL.11-12.3	
Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	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.	

MULTIDIMENSIONALITY - RL.11-12.3

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**.

GUIDING PRINCIPLE FOR READING LITERATURE

4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.9-10.4	RL.11-12.4	
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.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.	

MULTIDIMENSIONALITY - RL.11-12.4

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 connotative meanings**; **analyze the cumulative impact of specific** WORD CHOICES **on meaning and** TONE and on *the text as a whole.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.9-10.5	RL.11-12.5	
Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	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.	

MULTIDIMENSIONALITY - RL.11-12.5

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

Analyze how an author's choices concerning *how to* STRUCTURE SPECIFIC PARTS OF A TEXT **contribute to its** *overall structure* **and meaning as well as its aesthetic impact.**

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.9-10.6	RL.11-12.6	
Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	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.	

MULTIDIMENSIONALITY - RL.11-12.6

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

Analyze how POINT OF VIEW AND PERSPECTIVE **are used to manipulate the reader for a specific purpose or effect,** including but not limited to SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.9-10.7	RL.11-12.7	
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.	

MULTIDIMENSIONALITY - RL.11-12.7

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

Analyze DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM, **evaluating how** *each version interprets the source text*.

GUIDING PRINCIPLE FOR READING LITERATURE

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.9-10.8	RL.11-12.8	
(Not applicable to literature)	(Not applicable to literature)	

MULTIDIMENSIONALITY - RL.11-12.8

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

(Not applicable to literature)

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RL.9-10.9	RL.11-12.9	
Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	

MULTIDIMENSIONALITY - RL.11-12.9

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**.

GUIDING PRINCIPLE FOR READING LITERATURE

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

PROGRESSION

RL.9-10.10	RL.11-12.10	
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.	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.11-12.10

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Reading Standards for Informational Text - Grade 11-12

Key Ideas and Details	
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.
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.
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.
Craft and Structure	
RI.11-12.4	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.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.
RI.11-12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.
Integration of Knowledge and Ideas	
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.
RI.11-12.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.
Range of Reading and Level of Text Complexity	
RI.11-12.10	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 informational texts independently and proficiently.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

RI.9-10.1	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.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

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 well as **inferences drawn** from the text.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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.

PROGRESSION

RI.9-10.2	RI.11-12.2	
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.	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.	

MULTIDIMENSIONALITY - RI.11-12.2

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

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**.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.9-10.3	RI.11-12.3	
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.	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.	

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 events interact and develop** *over the course of the text.*

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

RI.9-10.4	RI.11-12.4	
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.	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.	

MULTIDIMENSIONALITY - RI.11-12.4

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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.9-10.5	RI.11-12.5	
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	

MULTIDIMENSIONALITY - RI.11-12.5

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

Analyze and evaluate the effectiveness of *the structure an author uses* in his or her EXPOSITION or ARGUMENT.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

PROGRESSION

RI.9-10.6	RI.11-12.6	
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.	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	

MULTIDIMENSIONALITY - RI.11-12.6

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

Determine an author's POINT OF VIEW, PERSPECTIVE *and* PURPOSE in a text in which the RHETORIC is particularly effective, **analyzing how style and** *content* **contribute to the effectiveness of the text.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

RI.9-10.7	RI.11-12.7	
Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	

MULTIDIMENSIONALITY - RI.11-12.7

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

Integrate and evaluate MULTIPLE SOURCES OF INFORMATION *presented in different print and non-print formats* **in order to address a question or solve a problem.**

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RI.9-10.8	RI.11-12.8	
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.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	

MULTIDIMENSIONALITY - RI.11-12.8

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

Evaluate the ARGUMENT**, specific** CLAIMS **and** EVIDENCE **in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and** FALLACIOUS REASONING.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

RI.9-10.9	RI.11-12.9	
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.	

MULTIDIMENSIONALITY - RI.11-12.9

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

Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE **for their themes, purposes and rhetorical features**.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

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

PROGRESSION

RI.9-10.10	RI.11-12.10	
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 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 importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	

MULTIDIMENSIONALITY - RI.11-12.10

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 INFORMATIONAL TEXTS **independently and proficiently.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 11-12

Text Types and Purposes

C.11-12.1	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, 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
C.11-12.2	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 11-12

Text Types and Purposes	
C.11-12.3	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 up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. 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.
Production and Distribution	
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.
Research to Build and Present Knowledge	
C.11-12.5	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.
C.11-12.6	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 overreliance on any one source and following a standard format for citation.
Range of Writing	
C.11-12.7	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.9-10.1	C.11-12.1	
Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	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.	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), 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.	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.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	C.9-10.1	C.11-12.1	
	a. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.	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.	e. Establish and maintain a task appropriate writing style.	
	f. Provide a concluding statement or section that follows from and supports the argument presented.	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.	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	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.*

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), 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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.9-10.2	C.11-12.2	
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.	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.	
a. Produce writing in which the development and organization are appropriate to task and purpose.	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	
b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.	b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.	
c. Develop the topic 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.	c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			
	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 relationships among complex ideas and concepts.	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 and domain-specific vocabulary to manage the complexity of the topic.	e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.	
	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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.	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.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

MULTIDIMENSIONALITY - 11-12.12

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

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

a. **Produce clear and coherent writing in which the development, organization and style** *are appropriate to task, purpose and audience.*

b. *Introduce a topic*; **organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.**

c. **Develop the topic thoroughly by selecting the most significant and relevant** *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.*

d. *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.*

e. *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.*

f. **Establish and maintain a formal style and objective tone** *while attending to the norms and conventions of the discipline in which they are writing.*

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION

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

C.9-10.3	C.11-12.3	
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.	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.	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, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	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.	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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 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.	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.	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.	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.	

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.**

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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

C.9-10.4	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.	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.	

MULTIDIMENSIONALITY - C.11-12.4

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

Use DIGITAL RESOURCES **to create, publish, and update individual or shared products**, *taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.*

GUIDING PRINCIPLE FOR COMPOSITION

5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.9-10.5	C.11.12.5	
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.	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.	

MULTIDIMENSIONALITY - C.11-12.5

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

Conduct short as well as more sustained RESEARCH **projects to answer a question (including a self-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.*

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

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.

PROGRESSION

C.9-10.6	C.11-12.6	
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 following a standard format for citation.	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 overreliance on any one source and following a standard format for citation.	

MULTIDIMENSIONALITY - C.11-12.6

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

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 **overreliance on any one source** and *following a standard format for citation*.

GUIDING PRINCIPLE FOR COMPOSITION

7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

C.9-10.7	C.11-12.7	
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 range of task, purposes and audiences.	

MULTIDIMENSIONALITY - C.11-12.7

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

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

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

Language – Grades 11-12

Conventions of Standard English	
L.11-12.1	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.
L.11-12.2	When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
Knowledge of Language	
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.
Vocabulary Acquisition and Use	
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.11-12.5	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.9-10.1	L.11-12.1	
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, 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: a. Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.	

MULTIDIMENSIONALITY - L.11-12.1

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

In both written and oral expression:

a. *Demonstrate the understanding that usage is a matter of convention*, **can change over time, and may be contested.**

b. **Resolve issues of complex or contested usage**, *consulting references as needed*.

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GUIDING PRINCIPLE FOR LANGUAGE

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	
When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	

MULTIDIMENSIONALITY - L.11-12.2

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

When writing:

a. *Demonstrate command of the* CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING.

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GUIDING PRINCIPLE FOR LANGUAGE

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.9-10.3	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. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	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.	

MULTIDIMENSIONALITY - L.11-12.3

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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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GUIDING PRINCIPLE FOR LANGUAGE

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

L.9-10.4	L.11-12.4	
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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.	

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PROGRESSION

L.9-10.4	L.11-12.4	
d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

MULTIDIMENSIONALITY - L.11-12.4

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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 -12 reading and content, **choosing flexibly from an array of strategies.**

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

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

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

d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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GUIDING PRINCIPLE FOR LANGUAGE

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

PROGRESSION

L.9-10.5	L.11-12.5	
Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	

MULTIDIMENSIONALITY - L.11-12.5

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

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

a. **Interpret** FIGURES OF SPEECH **in context**, including but not limited to HYPERBOLE and PARADOX, and **analyze their rhetorical function in the text.**

b. **Analyze nuances in the meaning of words with similar denotations**.

Interdisciplinary Literacy Practices

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Interdisciplinary Literacy Practices

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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6. **Collaborate with others to create meaning.**

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

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

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

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

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

HOME

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., poetry, prose, drama, etc. in E/LA), focusing on the necessary approaches to comprehend the form presented.	• Employ discipline-specific approaches to interpret authentic texts. • Create text according to conventions, processes, information and forms that are valued by the discipline.

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

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

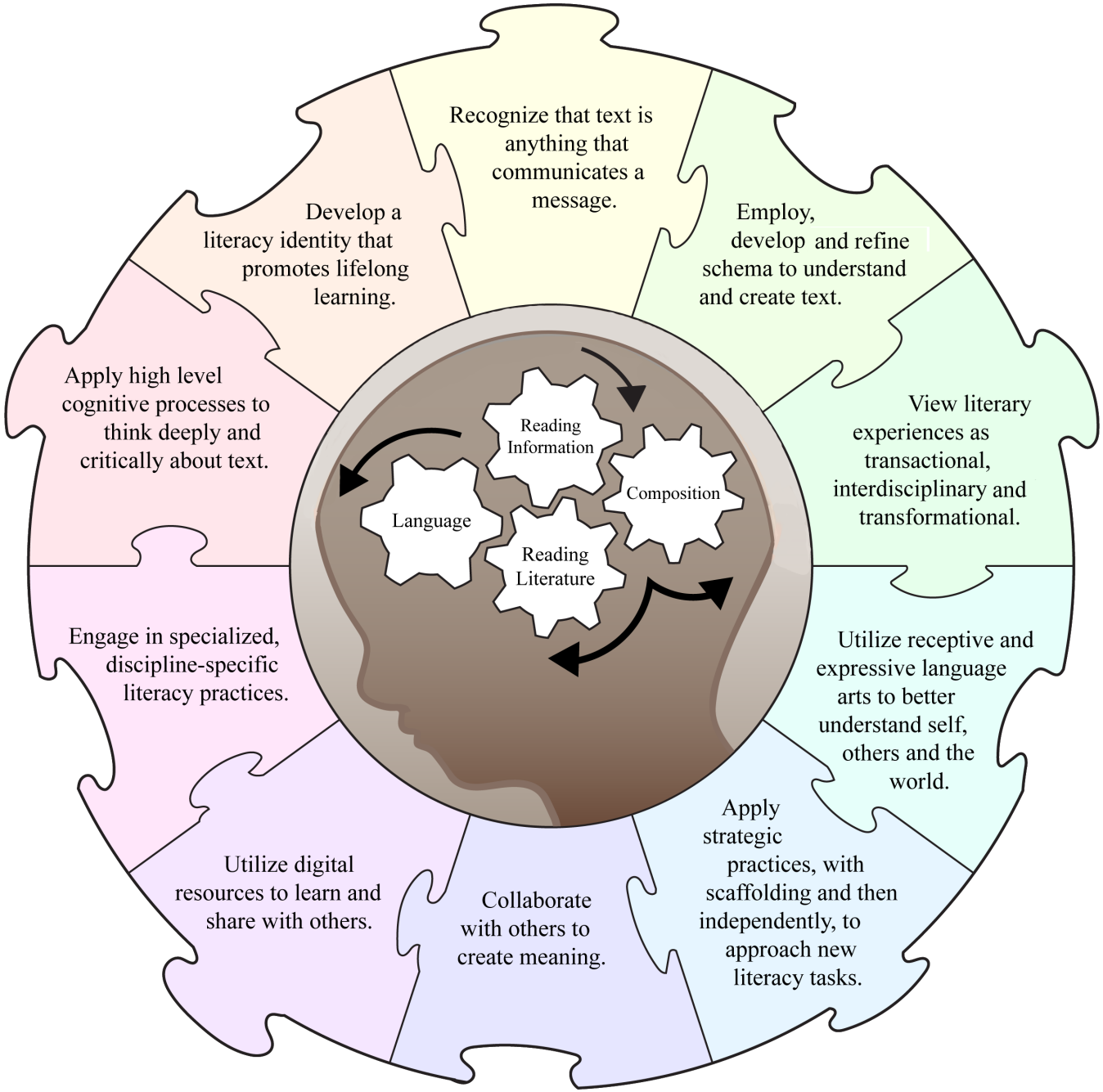
Possible Teacher Actions	Possible Student Actions
• Use direct instruction to model and practice specific thinking processes (e.g., application, synthesis, analysis, creativity, etc.). • Scaffold instruction to assist students in synthesizing ideas from multiple texts.	• Reflect verbally and/or through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

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

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

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

Interdisciplinary Literacy Practices Infographic



HOME

Reading - Foundational Skills

Print Concepts

RF.K.1	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. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. 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. a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing, ending punctuation.

Phonological Awareness

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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 words.
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

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Reading - Foundational Skills

Phonics and Word Recognition

RF.K.3	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 primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

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Reading - Foundational Skills

	Phonics and Word Recognition
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes including Latin suffixes. b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. **a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.
	Fluency
RF.K.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Orally read grade-level text fluently on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Reading - Foundational Skills

Fluency

RF.3.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.5.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level texts with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Reading Standards for Literature

Key Ideas and Details

Guiding Principle 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.

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.
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.
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.
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the 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.
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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature

Key Ideas and Details

Guiding Principle 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.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.
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.
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.
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 cultures.
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
RL5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
RL.7.2	Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.
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.
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.
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 account.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature

Key Ideas and Details

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

RL.K.3	With prompting and support, identify characters, settings and major events in a story to make meaning of the story development.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
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.
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.
RL.7.3	Analyze how particular elements of a story or drama influence one another.
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.
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.
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.

Interdisciplinary Literacy Practices

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4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature

Craft and Structure

Guiding Principle 4 Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
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.
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 words and phrases shape meaning.
RL.4.4	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.
RL.5.4	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.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.11-12.4	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 and on the text as a whole.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature

Craft and Structure

Guiding Principle 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.

RL.K.5	Recognize common structures of poems, stories and dramas.
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
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.
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
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.
RL.6.5	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.
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.
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.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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.

Interdisciplinary Literacy Practices

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4	Utilize receptive and expressive language 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 promotes lifelong learning.

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Reading Standards for Literature

Craft and Structure

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

RL.K.6	With prompting and support, identify the author and illustrator of a story, and explain how each tells the story.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.
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-
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.
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text .
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
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.
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.

Interdisciplinary Literacy Practices

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3	View literacy experiences as transac-tional, interdisciplinary and transfor-
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.
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Reading Standards for Literature

Integration of Knowledge and Ideas

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

RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
RL.11-12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

Interdisciplinary Literacy Practices

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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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Reading Standards for Literature

Integration of Knowledge and Ideas

Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

RL.K.8	(Not applicable to literature)
RL.1.8	(Not applicable to literature)
RL.2.8	(Not applicable to literature)
RL.3.8	(Not applicable to literature)
RL.4.8	(Not applicable to literature)
RL.5.8	(Not applicable to literature)
RL.6.8	(Not applicable to literature)
RL.7.8	(Not applicable to literature)
RL.8.8	(Not applicable to literature)
RL.9-10.8	(Not applicable to literature)
RL.11-12.8	(Not applicable to literature)

Interdisciplinary Literacy Practices

1	Recognize that text is anything that communicates a message.
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4	Utilize receptive and expressive language 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.
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Reading Standards for Literature

Integration of Knowledge and Ideas

Guiding Principle 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.

RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.
RL.11-12.9	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

Interdisciplinary Literacy Practices

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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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Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

RL.K.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.
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.
RL.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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.3.10	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, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.4.10	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.
RL.5.10	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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Reading Standards for Literature

Range of Reading and Level of Text Complexity

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

RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.7.10	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.
RL.8.10	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.
RL.9-10.10	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.
RL.11-12.10	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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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Reading Standards for Informational Text

Key Ideas and Details

Guiding Principle 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.

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.
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.
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.
RI.3.1	Ask and answer questions and make and support logical inferences in order to construct meaning from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
RI.8.1	Cite relevant textual evidence to support analysis of the text says explicitly as well as inferences drawn from the 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.
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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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Reading Standards for Informational Text

Key Ideas and Details

Guiding Principle 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.

RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
RI.7.2	Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.
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.
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.
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.

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 transactional, interdisciplinary and transformational.
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Reading Standards for Informational Text

Key Ideas and Details

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

RI.K.3	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a 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.
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.
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.
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.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.
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.
RI.9-10.3	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.
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.

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 transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language 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.
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10	Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Informational Text

Craft and Structure

Guiding Principle 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.

RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.
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.
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.
RI.9-10.4	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.
RI.11-12.4	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.

Interdisciplinary Literacy Practices

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5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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Reading Standards for Informational Text

Craft and Structure

Guiding Principle 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.

RI.K.5	Identify the front cover, back cover and title page of a book.
RI.1.5	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.
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.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
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.
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
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.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

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Reading Standards for Informational Text

Craft and Structure

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

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.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
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.
RI.3.6	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.
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.
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.
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.
RI.11-12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

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

RI.K.7	With prompting and support, describe the relationship between visuals and the text.
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.
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.
RI.4.7	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.
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.
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
RI.7.7	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.
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
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.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
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).
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
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.
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.
RI.9-10.8	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.
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

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RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
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RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
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).
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RI.9-10.8	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.
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Reading Standards for Informational Text

Integration of Knowledge and Ideas

Guiding Principle 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.

RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.
RI.1.9	Identify information from two or more texts on similar themes or topics.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.
RI.4.9	Integrate information from two or more texts on the same theme or topic.
RI.5.9	Integrate information from several texts on the same theme or topic.
RI.6.9	Compare/contrast how two or more authors present similar events.
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.
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.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.
RI.11-12.9	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.

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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.

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

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RI.9-10.10	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 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, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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Handwriting Standards

(Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)

HW.K.1	Print all upper and lowercase letters and numerals.
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.

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HOME

Composition

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.

C.K.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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding idea. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.1.1	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Provide reasons with details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Composition

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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.

C.2.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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.
C.3.1	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Introduce the topic, followed by an opinion statement, and create an organizational structure. c. Provide reasons with elaborate details to support the opinion. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Composition

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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.

C.4.1	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Use grade-appropriate transitions. e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
C.5.1	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.

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Composition

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.

C.6.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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, acknowledging opposing claims and demonstrating an understanding of the topic or text. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 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.
C.7.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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. 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.

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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.

C.8.1	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are 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 ad dressed.
C.9-10.1	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 claim(s), counter-claims, 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.

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5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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7	Utilize digital resources to learn and share with others.
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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.

C.11-12.1	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, 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. 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.

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Composition

Text Types and Purposes

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

C.K.2	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. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
C.1.2	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Composition

Text Types and Purposes

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

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

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

C.4.2	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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. 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.
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 every writing experience must utilize those digital resources.) a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. 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.

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Composition

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C.6.2	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; 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.
C.7.2	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.

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C.8.2	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 into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. 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. 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.
C.9-10.2	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.

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Text Types and Purposes

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C.9-10.2	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 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.
C.11-12.2	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.

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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.

C.K.3	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.
C.1.3	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions. d. Use temporal words and phrases to signal event order. e. Create a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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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.

C.2.3	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 <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.
C.3.3	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 <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. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure. c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal words and phrases to signal event order. a. Create a sense of closure that follows the narrated experiences or events. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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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.

C.4.3	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 <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. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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 <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.

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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.

C.6.3	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.
C.7.3	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.

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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.

C.8.3	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 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. 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.
C.9-10.3	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.

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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.

C.11-12.3	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 up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. 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.

Interdisciplinary Literacy Practices

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HOME

Composition

Production and Distribution of	
Guiding Principle 4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
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.
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.
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.
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.
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.
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.
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. Use a variety of formats to cite sources.
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.

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HOME

Composition

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Guiding Principle 4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
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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.
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.
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.
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Composition

Research to Build and Present Knowledge

Guiding Principle 5 Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

C.K.5	With guidance and support, participate in shared research and writing projects.
C.1.5	With guidance and support, participate in shared research and writing projects.
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.
C.3.5	Conduct short research projects that build knowledge about a topic.
C.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
C.6.5	Conduct short research projects to answer a question, drawing on several sources.
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.
C.9-10.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
C.11-12.5	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.

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Composition

Research to Build and Present Knowledge

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.

C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.
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.
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.
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.
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, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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 bibliographic MLA or APA citation.
C.8.6	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 reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
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 following a standard format for citation.
C.11-12.6	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 overreliance on any one source and following a standard format for citation.

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Composition

Range of Writing

Guiding Principle 7 Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

C.K.7	(Begins in grade 3)
C.1.7	(Begins in grade 3)
C.2.7	(Begins in grade 3)
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
C.11-12.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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Language

Conventions of Standard English

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

L.K.1	When 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.
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. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.
L.2.1	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns. c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.

Interdisciplinary Literacy Practices

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Language

Conventions of Standard English

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

L.3.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.
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. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're.
L.5.1	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. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions.

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Language

Conventions of Standard English

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

L.6.1	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. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.
L.7.1	In both written and oral expression: a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
L.8.1	In both written and oral expression: a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
L.9-10.1	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, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.11-12.1	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.

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Language

Conventions of Standard English

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

L.K.2	When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.1.2	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. 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.
L.2.2	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns. e. Use reference materials to self-check and correct spelling.
L.3.2	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.
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. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.

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Language

Conventions of Standard English

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

L.5.2	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors.
L.6.2	When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Demonstrate appropriate use of strategies to identify and correct spelling errors.
L.7.2	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
L.8.2	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
L.9-10.2	When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
L.11-12.2	When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.

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Language

Knowledge of Language

Guiding Principle 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.K.3	(Begins in grade 2)
L.1.3	(Begins in grade 2)
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., *dialects, registers, slang*) used in stories, dramas or poems.

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Language

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Guiding Principle 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.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Interdisciplinary Literacy Practices

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4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline-specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that promotes lifelong learning.

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Language

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.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify homophones. 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.
L.1.4	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.
L.2.4	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.

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L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.
L.4.4	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 clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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. 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.
L.8.4	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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Vocabulary Acquisition and Use

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

L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

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Language

Vocabulary Acquisition and Use

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

L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including 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.
L.6.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.
L.9-10.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and 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

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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