Kentucky Academic Standards



Reading and Writing

INTRODUCTION BACKGROUND 6 KENTUCKY'S VISION FOR STUDENTS **LEGAL BASIS** 7 PROMULGATION OF THE REGULATION STATUTE STANDARDS CREATION PROCESS **WRITERS' VISION STATEMENT** 8 **DESIGN CONSIDERATIONS** GUIDING PRINCIPLES AND GRADE-SPECIFIC STANDARDS BALANCE OF BUILDING KNOWLEDGE AND APPLYING SKILLS AND STRATEGIES **EARLY LITERACY** INTERDISCIPLINARY LITERACY PRACTICES 10 10 MULTIDIMENSIONALITY DISTRIBUTION OF LITERACY AND INFORMATIONAL TEXT 10 21ST CENTURY LITERACY 11 **STANDARDS USE AND DEVELOPMENT** 11 THE KENTUCKY ACADEMIC STANDARDS (KAS) ARE STANDARDS, NOT CURRICULUM 11 TRANSLATING THE STANDARDS INTO CURRICULUM 11 ORGANIZATION OF THE STANDARDS 12 12 STRANDS AND CODING **GUIDING PRINCIPLES** 13 14 INTERDISCIPLINARY LITERACY PRACTICES MULTIDIMENSIONALITY 15 16 STANDARD BREAKDOWN **17 GUIDING PRINCIPLES** 17 **GUIDING PRINCIPLES FOR READING LITERATURE AND INFORMATIONAL TEXT** 18 GUIDING PRINCIPLES FOR COMPOSITION 19 **GUIDING PRINCIPLES FOR LANGUAGE GRADE LEVEL OVERVIEWS** KINDERGARTEN-GRADE 5 OVERVIEW 20 **GRADE 6-8 OVERVIEW** 222

319

GRADE 9-12 OVERVIEW

KENTUCKY ACADEMIC STANDARDS: READING AND WRITING

KINDERGARTEN-GRADE 5 OVERVIEW	20
KINDERGARTEN	
READING FOUNDATIONS	21
READING LITERATURE	22
READING INFORMATIONAL TEXT	28
HANDWRITING	34
COMPOSITION	35
LANGUAGE	48
GRADE 1	
READING FOUNDATIONS	54
READING LITERATURE	55
READING INFORMATIONAL TEXT	61
HANDWRITING	67
COMPOSITION	68
LANGUAGE	81
GRADE 2	
READING FOUNDATIONS	88
READING LITERATURE	89
READING INFORMATIONAL TEXT	95
HANDWRITING	101
COMPOSITION	102
LANGUAGE	115
GRADE 3	
READING FOUNDATIONS	122
READING LITERATURE	123
READING INFORMATIONAL TEXT	130
HANDWRITING	135
COMPOSITION	136
LANGUAGE	149

KENTUCKY ACADEMIC STANDARDS: READING AND WRITING (CONTINUTED)

GRADE 4	
READING FOUNDATIONS	156
Reading literature	157
READING INFORMATIONAL TEXT	163
COMPOSITION	169
LANGUAGE	182
GRADE 5	
READING FOUNDATIONS	189
Reading literature	190
READING INFORMATIONAL TEXT	196
COMPOSITION	202
LANGUAGE	215
GRADE 6-8 OVERVIEW	222
GRADE 6	
Reading literature	223
READING INFORMATIONAL TEXT	229
COMPOSITION	235
LANGUAGE	248
GRADE 7	
Reading literature	255
READING INFORMATIONAL TEXT	261
COMPOSITION	267
LANGUAGE	280
GRADE 8	
Reading literature	287
READING INFORMATIONAL TEXT	293
COMPOSITION	299
LANGUAGE	312

KENTUCKY ACADEMIC STANDARDS: READING AND WRITING (CONTINUTED)

GRADE 9-12 OVERVIEW	
GRADE 9-10	
READING LITERATURE	320
READING INFORMATIONAL TEXT	326
COMPOSITION	332
LANGUAGE	345
GRADE 11-12	
READING LITERATURE	352
READING INFORMATIONAL TEXT	358
COMPOSITION	364
LANGUAGE	374
RESOURCES	
INTERDISCIPLINARY LITERACY PRACTICES WITH INFOGRAPHIC	384
PROGRESSIONS	391
APPENDIX A: WRITING AND REVIEW COMMITTEES	457

Kentucky Academic Standards Reading and Writing

INTRODUCTION

Background

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

Kentucky's Vision for Students

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

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

Furthermore, schools shall:

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



- Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, English/language arts, health, practical living, including physical education, to situations they will encounter throughout their lives;
- ♦ Become self-sufficient individuals;
- ♦ Become responsible members of a family, work group or community as well as an effective participant in community service;
- ♦ Think and solve problems in school situations and in a variety of situations they will encounter in life;
- Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
- ♦ 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.



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

Interdisciplinary Literacy Practices

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

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

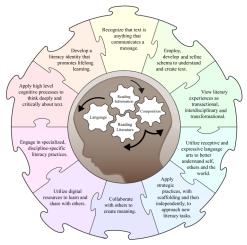


Figure 1 Interdisciplinary Literacy Practices Infographic

Multidimensionality

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

Distribution of Literary and Informational Text

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



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

21st Century Literacy

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

STANDARDS USE AND DEVELOPMENT

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

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

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

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

Translating the Standards into Curriculum

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



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

Organization of the Standards

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

Strands and Coding

The coding for the standards begins with an abbreviation of the strand followed by the grade-level in the middle and the standard number at the end. Strand abbreviations include RL for reading literature, RI for reading informational texts, C for composition (formerly labeled W for writing), L for language, 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	С	C.9-10.1a	Composition, Grades 9-10, Standard 1, Substandard a	
Language	L	L.11-12.5b	Language, Grades 11-12, Standard 5, Substandard b	
Handwriting	HW	HW.K.1	Handwriting, Kindergarten, Standard 1	
Reading Foundational Skills	RF	RF.K.3c	Reading Foundational Skills, Kindergarten, Standard 3, Substandard c	



Guiding Principles

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



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

Guiding Principles for Reading Literature and Informational Text			Interdisciplinary Literacy Practices	
	Key Ideas and Details			
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.	
2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	2	Employ, develop and refine schema to understand and create text.	
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure	_	Utilize receptive and expressive lan-	
4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guage arts to better understand self, others and the world.	
8/15/	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	5		
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas	,	Utilize digital resources to learn and	
	Students will integrate and evaluate content presented in print/non-print forms of text found in di-	7	share with others.	
7	verse media and formats.	8	Engage in specialized, discipline-	
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		specific literacy practices.	
	assessing the validity, reasoning, relevance and sufficiency.	9	Apply high level cognitive processes	
9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9	to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-	
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.	10	motes lifelong learning.	

HOME

Interdisciplinary Literacy Practices

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

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

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



Multidimensionality

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

WORDS IN ALL CAPS AND IN MAROON = CONTENT	Words in Italics and in Green = Comprehension	Words in Bold and in Purple = Analysis
The tools of an author and the objects of literacy woven into the skills 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.

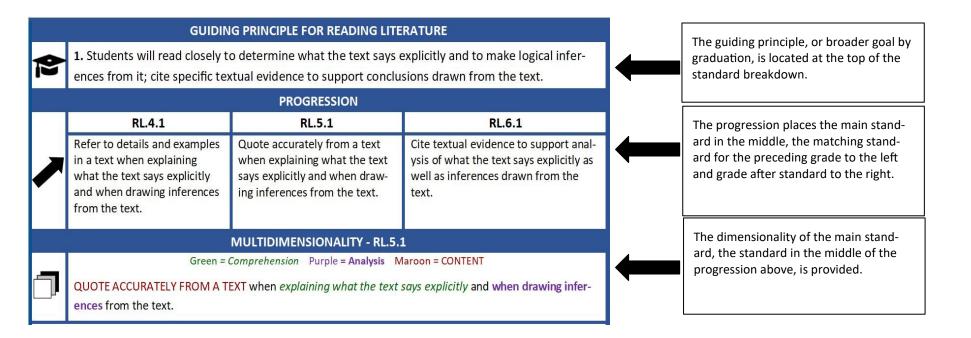
Example of a standard coded for multidimensionality:

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

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



Standard Breakdown Key

Image	What it Represents	Meaning			
	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.			



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

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

	Guiding Principles for Language		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.
1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	2	Employ, develop and refine schema to understand and create text.
	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.		View literacy experiences as transactional, interdisciplinary and transformational.
2			Utilize receptive and expressive language arts to better understand self, others and the world.
	Knowledge of Language		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	6	Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of gen-		Engage in specialized, discipline- specific literacy practices.
4	eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	9	Apply high level cognitive processes to think deeply and critically about text.
5	5 Students will demonstrate understanding of word relationships and nuances in word meanings.		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.



	Reading Foundational Skills – Kindergarten Print Concepts		Interdisciplinary Literacy Practices	
	Demonstrate understanding of the organization and basic features of print to aid in comprehension. a. Follow words from left to right, top to bottom and page by page.	1	Recognize that text is anything that communicates a message.	
RF.K.1	b. Recognize that spoken words are represented in written language by specific sequences of letters.c. Recognize that words are separated by spaces in print.	2	Employ, develop and refine schema to understand and create text.	
	d. Recognize and name all upper- and lowercase letters of the alphabet. Phonological Awareness	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
RF.K.2	 Blend and segment onsets and rimes of single-syllable spoken words. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. 		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new Words Phonics and Word Recognition	6	Collaborate with others to create new meaning.	
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consensation.	7	Utilize digital resources to learn and share with others.	
RF.K.3	mary 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.	8	Engage in specialized, discipline- specific literacy practices.	
	d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ. Fluency	9	Apply high level cognitive processes to think deeply and critically about text.	
RF.K.4	Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.	10	Develop a literacy identity that promotes lifelong learning.	
	a. Read emergent-reader texts with purpose and understanding.		HOME	

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

GUIDING	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.			
	PROGRESSION		1	Recognize that text is anything that
	RL.K.1	RL.1.1	_	communicates a message.
	With prompting and support, ask and answer explicit questions about key ideas and de-	With prompting and support, ask and answer explicit questions about key ideas and details and make and sup-	2	Employ, develop and refine schema to understand and create text.
	tails, and make logical infer- ences to construct meaning from the text.	port logical inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.K.1			Utilize receptive and expressive lan-
	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			guage arts to better understand self, others and the world.
logical inferences to construct n	neaning from the text.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2. Students will determine centr		RATURE alyze their development; cite specific tions to support conclusions drawn from	6	Collaborate with others to create new meaning.
the text.			_	Utilize digital resources to learn and
	PROGRESSION		7	share with others.
	RL.K.2	RL.1.2		
	With prompting and support, orally recognize key details	With prompting and support, recognize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.
Y	from a summary to demon- strate understanding of the lesson learned in the story.	to demonstrate understanding of the author's message, lesson learned, and/or moral.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.K.2			
			10	Develop a literacy identity that promotes lifelong learning.
of the LESSON LEARNED in the s				HOME

	IG PRINCIPLE FOR READING LITE	RATURE as develop and interact over the course		Interdisciplinary Literacy Practices
of a text.				Recognize that text is anything that
	PROGRESSION RL.K.3 RL.1.3			
	With prompting and support, identify characters, settings and major events in order to make	Describe characters, settings and major events in a story, using key details in order to make meaning of the story	2	Employ, develop and refine schema to understand and create text.
	meaning of the story develop- ment.	development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp With prompting and support, id	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			Utilize receptive and expressive language arts to better understand self, others and the world.
make meaning of the story de	make meaning of the story development.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret word	ds and phrases as they are used in anings, and analyze how specific wo	a text, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION RL.K.4	RL.1.4	7	Utilize digital resources to learn and share with others.
	With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to con-	8	Engage in specialized, discipline- specific literacy practices.
	feelings or appeal to the senses.	struct meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.K.4 prehension Purple (bold) = Analysis dentify words and phrases in stories		10	Develop a literacy identity that promotes lifelong learning.
APPEAL TO THE SENSES.				HOME

		•	RATURE fic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices
	tions of the text relate to each	PROGRESSION	DI 4.5	1	Recognize that text is anything that communicates a message.
		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	2	Employ, develop and refine schema to understand and create text.
			to linear, nonlinear and circular struc- tures.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Recognize common STRUCTURES OF POEMS, STORIES AND DRAMAS.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		int of view, perspective and purpos	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION RL.K.6	RL.1.6	7	Utilize digital resources to learn and share with others.
		With prompting and support, identify the author and illustrator of a story and explain how	With prompting and support, identify who is telling the story at various points in a text.	8	Engage in specialized, discipline- specific literacy practices.
Ť		each tells the story.		9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RL.K.6 prehension Purple (bold) = Analysis dentify THE AUTHOR AND ILLUSTRA		10	Develop a literacy identity that pro- motes lifelong learning.
	tells the story.	,	.c c. resistin, and explain how each		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
		RL.K.7	RL.1.7		communicates a message.
		With prompting and support, describe the relationship be- tween illustrations and the sto-	Use a story's illustrations and details to describe its characters, setting and events.	2	Employ, develop and refine schema to understand and create text.
	ry in which they appear.		3	View literacy experiences as transactional, interdisciplinary and transformational.	
_	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			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	WHICH THEY APPEAR.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.			6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
		RL.K.8	RL.1.8	'	share with others.
		(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.K8				Dayolon a literacy identity that are
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

		ERATURE mes or topics in order to build knowledge		Interdisciplinary Literacy Practices
or to compare the approaches	PROGRESSION RL.K.9	RL.1.9	1	Recognize that text is anything that communicates a message.
	With prompting and support, compare/contrast the adventures and experiences of characters in stories	Compare/contrast the adventures and experiences of characters in stories.	2	Employ, develop and refine schema to understand and create text.
Green (italic) = Com	acters in stories. MULTIDIMENSIONALITY - RL.K. apprehension Purple (bold) = Analysis		3	View literacy experiences as transactional, interdisciplinary and transformational.
With prompting and support, co	ompare/contrast the adventures and	d experiences of CHARACTERS in stories.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	NG PRINCIPLE FOR READING LITE nend and analyze complex literary to		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION RL.K.10	RL.1.10	6	Collaborate with others to create new meaning.
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior	7	Utilize digital resources to learn and share with others.
	summarizing, using prior knowledge, determining im- portance) to make sense of grade-	knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	8	Engage in specialized, discipline- specific literacy practices.
level appropriate, complex literary texts. MULTIDIMENSIONALITY - RL.K.10 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			9	Apply high level cognitive processes to think deeply and critically about text.
With prompting and support, fl	exibly use a variety of comprehens summarizing, using prior knowledge	ion strategies (i.e., questioning, moni- e, determining importance) to make sense	10	Develop a literacy identity that pro- motes lifelong learning.
5. 5	27			HOME

	Reading Standards for Informational Text - Kindergarten		Interdisciplinary Literacy Practices
	Key Ideas and Details		,
<u>RI.K.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.K.2</u>	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.K.3</u>	With prompting and support, identify the individuals, events, ideas, or pieces of information presented over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.K.4</u>	With prompting and support, ask and answer questions about unknown words in a text.	4	guage arts to better understand self, others and the world.
<u>RI.K.5</u>	Identify the front cover, back cover and title page of a book.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.K.6</u>	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	7	share with others.
			Engage in specialized, discipline-
<u>RI.K.8</u>	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	8	specific literacy practices.
<u>RI.K.9</u>	With prompting and support, identify information from two or more texts on similar themes or topics.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		Dovolon a literacy identity that are
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	10	Develop a literacy identity that promotes lifelong learning.
<u>KII.K.10</u>	make sense of grade-level appropriate, complex informational texts.		HOME

GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.			
	PROGRESSION			Recognize that text is anything that
	RI.K.1	RI.1.1	1	communicates a message.
_	With prompting and support, ask and answer explicit questions about key concepts and	With prompting and support, ask and answer explicit questions about key concepts and details and make and	2	Employ, develop and refine schema to understand and create text.
	details, and make logical inferences to construct meaning from the text.	support logical inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.K1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Utilize receptive and expressive language arts to better understand self, others and the world.
	With prompting and support, ask and answer explicit questions about KEY CONCEPTS AND DETAILS, and make logical inferences to construct meaning from the text.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	NCIPLE FOR READING INFORMA	ATIONAL TEXT pment; cite specific textual evidence, includ-	6	Collaborate with others to create new meaning.
	et quotations to support conclusions dra		7	Utilize digital resources to learn and share with others.
	RI.K.2 With prompting and support, orally recognize key details from	RI.1.2 With prompting and support, recognize key details from a summary	8	Engage in specialized, discipline- specific literacy practices.
	a summary to demonstrate understanding of the central idea of a text.	to demonstrate understanding of the central idea of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.K2 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
of the CENTRAL IDEA of a text.	ally recognize KEY DETAILS from a s	ummary to demonstrate understanding		HOME

GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary
3. Students will analyze how and a text.	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.			
	PROGRESSION		1	Recognize that text is anything that
	RI.K.3	RI.1.3	_	communicates a message.
	With prompting and support, identify the individuals, events, ideas or pieces of information	With prompting and support, identify the connection between individuals, events, ideas or pieces of information	2	Employ, develop and refine schema to understand and create text.
	presented over the course of a text.	over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.K.3			Utilize receptive and expressive lan-
Green (italic) = Comp	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
		DEAS OR PIECES OF INFORMATION pre-		others and the world.
sented over the course of a text.	sented over the course of a text.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				to approach new literacy tasks.
	NCIPLE FOR READING INFORMA		6	Collaborate with others to create
		a text, including determining technical,		new meaning.
connotative and figurative mean	nings, and analyze how specific wor	a choices snape meaning or tone.		Utilize digital resources to learn and
	PROGRESSION	51.4.4	7	share with others.
	RI.K.4	RI.1.4		Formation and alternations
	With prompting and support, ask and answer questions	Ask and answer questions to help de- termine or clarify the meaning of words and phrases in a grade-level	8	Engage in specialized, discipline- specific literacy practices.
	about unknown words in a text.	text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K.4			Develop a literacy identity that pro-
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, ask and answer questions about UNKNOWN WORDS in a text.			10	motes lifelong learning.
with prompting and support, as	k and answer questions about ONK	INOVVIN WORDS III a LEXL.		HOME

			ATIONAL TEXT ic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices
	PROGRESSION RI.K.5 RI.1.5			1	Recognize that text is anything that communicates a message.
		Identify the front cover, back cover and title page of a book.	Know and use various text features, including but not limited to headings, tables of contents, glossaries, cap-	2	Employ, develop and refine schema to understand and create text.
· ·			tions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.K.5 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Identify the FRONT COVER, BAG	CK COVER AND TITLE PAGE of a book	ζ.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		SINCIPLE FOR READING INFORMA	ATIONAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION RI.K.6	RI.1.6	7	Utilize digital resources to learn and share with others.
		With prompting and support, identify the author and illustrator of a text, and define the role	Distinguish between information provided by pictures or other illustrations and information provided by the	8	Engage in specialized, discipline- specific literacy practices.
		of each in presenting the ideas or information in a text.	words in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.K.6 prehension Purple (bold) = Analysis dentify THE AUTHOR AND ILLUSTRAT		10	Develop a literacy identity that promotes lifelong learning.
	EACH in presenting the ideas of	r information in a text.			HOME

	GUIDING PRINCIPLE FOR READING INFORM Students will integrate and evaluate content presented in print edia and formats.			Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that communicates a message.
	RI.K.7	RI.1.7		communicates a message.
	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.	2	Employ, develop and refine schema to understand and create text.
			3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.K.			Utilize receptive and expressive lan-
┌ <mark>┐</mark> w	Green (italic) = Comprehension Purple (bold) = Analysis ith prompting and support, describe the relationship between V		4	guage arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORM	ATIONAL TEXT		to approach new literacy tasks.
	Students will delineate and evaluate the argument, specific clain lidity, reasoning, relevance and sufficiency.	ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	PROGRESSION		l _	Utilize digital resources to learn and
	RI.K.8	RI.1.8	7	share with others.
	With prompting and support, identify the claim and the reasons an author gives to support	Identify the claim and the reasons an author gives to support the claim in a text.	8	Engage in specialized, discipline- specific literacy practices.
<u> </u>	claims in a text.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.K.8			Davidan a literagy identity that
	Green (italic) = Comprehension Purple (bold) = Analysis ith prompting and support, identify the CLAIM and the REASONS		10	Develop a literacy identity that pro- motes lifelong learning.
	xt.	, , , , , , , , , , , , , , , , , , ,		HOME

GUIDING PE	RINCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary	
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			Literacy Practices	
	PROGRESSION			Recognize that text is anything that	
	RI.K.9	RI.1.9	1	communicates a message.	
	With prompting and support, identify information from two or more texts on similar themes	Identify information from two or more texts on similar themes or topics.	2	Employ, develop and refine schema to understand and create text.	
	or topics. MULTIDIMENSIONALITY - RI.K.	٩	3	View literacy experiences as transactional, interdisciplinary and transfor-	
Green (italic) = Cor				mational.	
II	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.			Utilize receptive and expressive language arts to better understand self, others and the world.	
10. Students will read, compre	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficient-			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
iy.	PROGRESSION			Collaborate with others to create	
	RI.K.10	RI.1.10		new meaning.	
	With prompting and support, flexi- bly use a variety of comprehension strategies (i.e., questioning, moni-	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	7	Utilize digital resources to learn and share with others.	
	toring, visualizing, inferencing, summarizing, using prior knowledge, determining im-	knowledge, determining importance) to g im- make sense of grade-level appropriate,	8	Engage in specialized, discipline- specific literacy practices.	
	portance) to make sense of grade- level appropriate, complex infor- mational texts.	complex informational texts.	9	Apply high level cognitive processes to think deeply and critically about	
	MULTIDIMENSIONALITY—RI.K.10			text.	
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.			10	Develop a literacy identity that promotes lifelong learning.	
			HOME		

Handwriting - Kindergarten			Interdisciplinary Literacy Practices		
	Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.		1	Recognize that text is anything that communicates a message.	
HW. K.1	K.1 Print all upper and lowercase letters and numerals.		2	Employ, develop and refine schema to understand and create text.	
_	Print all upper and lowercase letters and numerals. Print all upper and lowercase letters and numerals. Legibly print all upper- and lowercase letters and numerals with correct form.	Legibly print all upper- and lower-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
			4	Utilize receptive and expressive language arts to better understand self, others and the world.	
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.	
				8	Engage in 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.
		3/1			HOME

Composition — Kindergarten Text Types and Purposes		Interdisciplinary Literacy Practices	
<u>C.K.1</u>	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.)		Recognize that text is anything that communicates a message.
			Employ, develop and refine schema to understand and create text.
	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.b. Introduce the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Provide reasons with details to support the opinion. Use grade-appropriate transitions. Provide a concluding idea.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>C.K.2</u>	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.	6	Collaborate with others to create new meaning.
	NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not very writing experience must utilize those digital resources.) . With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. . Introduce the topic.		Utilize digital resources to learn and share with others.
			Engage in specialized, discipline- specific literacy practices.
	 Supply information to develop the topic. Use grade-appropriate conjunctions to develop text structure within sentences. Use grade-appropriate transitions to develop text structure across paragraphs. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 f. Provide a concluding idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		Develop a literacy identity that promotes lifelong learning.
			HOME

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

		1	Recognize that text is anything that
PROGRESSION	C 1 1	_	communicates a message.
C.K.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to	C.1.1 Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to	2	Employ, develop and refine schema to understand and create text.
state the topic and an opinion. (NOTE: Students must have the op-	state the topic and an opinion. (NOTE: Students must have the	3	View literacy experiences as transactional, interdisciplinary and transformational.
portunity throughout the year to utilize digital resources, but not every writing experience must uti-	opportunity throughout the year to utilize digital resources, but not every writing experience must	4	Utilize receptive and expressive language arts to better understand self, others and the world.
lize those digital resources.) a. With guidance and support from adults, strengthen writing	a. With guidance and support from adults, strengthen	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
through peer collaboration and adding details through writing and/or pictures as needed.	writing through peer collabo- ration and adding details through writing and/or pic-	6	Collaborate with others to create new meaning.
b. Introduce the topic.	tures as needed. b. Introduce the topic.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
37			HOME

Interdisciplinary

Literacy Practices

		Interdisciplinary		
	C.K.1	C.1.1		Literacy Practices
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
	e. Provide a concluding idea.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
	f. With guidance and support from peers and adults, develop and strengthen writing	f. With guidance and support from peers and adults, develop and strengthen writing as	3	View literacy experiences as transactional, interdisciplinary and transformational.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
			8	Engage in 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		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose OPINION PIECES , using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
c. Provide reasons with details to support the opinion.d. Use grade-appropriate TRANSITIONS.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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				Interdisciplinary
	2. Students will compose inform	ا	Literacy Practices		
ļ.	clearly and accurately through	1	Recognize that text is anything that		
	PROGRESSION				communicates a message.
		C.K.2	C.1.2	2	Employ, develop and refine schema
		Compose informative and/or explanatory texts, using a combina-	Compose informative and/or ex- planatory texts, using a combina-		to understand and create text.
		tion of drawing, dictating, writing	tion of drawing, dictating, writing	,	View literacy experiences as transac-
		and digital resources, to establish a topic and supply information about	and digital resources, to establish a topic and provide information	3	tional, interdisciplinary and transfor- mational.
		the topic.	about the topic.	_	Utilize receptive and expressive lan-
				4	guage arts to better understand self, others and the world.
		(NOTE: Students must have the op- portunity throughout the year to	(NOTE: Students must have the opportunity throughout the year		Apply strategic practices, with
		utilize digital resources, but not	to utilize digital resources, but not	5	scaffolding and then independently,
		<u>every</u> writing experience must uti- lize those digital resources.)	<u>every</u> writing experience must uti- lize those digital resources.)		to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		a. With guidance and support	a. With guidance and support		
		from adults, strengthen writing through peer collaboration and	from adults, strengthen writing through peer collabo-	7	Utilize digital resources to learn and share with others.
		adding details through writing	ration and adding details		
		and/or pictures as needed.	through writing and/or pic- tures as needed.	8	Engage in specialized, discipline- specific literacy practices.
		b. Introduce the topic.	b. Introduce the topic.	9	Apply high level cognitive processes- to think deeply and critically about
					text.
				10	Develop a literacy identity that pro-
				10	motes lifelong learning.
					HOME
		40			<u> </u>

PROGRESSION			Interdisciplinary		
		C.K.2	C.1.2		Literacy Practices
		c. Supply information to develop the topic.	c. Supply information with detail to develop the topic.	1	Recognize that text is anything that communicates a message.
		 d. Use grade-appropriate conjunctions to develop text structure within sentences. 	 d. Use grade-appropriate conjunctions to develop text structure within sentences. 	2	Employ, develop and refine schema to understand and create text.
		e. Use grade-appropriate transi-	e. Use grade-appropriate transi-	3	View literacy experiences as transactional, interdisciplinary and transformational.
		tions to develop text struc- ture across paragraphs.	tions to develop text structure across paragraphs.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		f. Provide a concluding idea.	f. Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		g. With guidance and support from peers and adults, develop and strengthen writing as	g. With guidance and support from peers and adults, develop and strengthen writing as	6	Collaborate with others to create new meaning.
		needed by planning, revising and editing.	needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				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		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to establish a topic and provide information about the topic.	1	Recognize that text is anything that communicates a message.
 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 		View literacy experiences as transac-
b. Introduce the topic.	3	tional, interdisciplinary and transfor- mational.
c. Supply information with detail to develop the topic.		Utilize receptive and expressive lan-
d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.	4	guage arts to better understand self, others and the world.
f. Provide a concluding section.		Apply strategic practices, with
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

PROGRESSION



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

Recognize that text is anything that communicates a message.

		Employ dovolon and rofine cohoma
Compose narratives, using a com-	2	Employ, develop and refine schema
compose narratives, asing a com		to understand and create text.
hination of drawing dictating		to understand and create text.

View literacy experiences as transactional, interdisciplinary and transformational.

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

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

6 Collaborate with others to create new meaning.

7 Utilize digital resources to learn and share with others.

Engage in specialized, discipline-specific literacy practices.

Apply high level cognitive processesto think deeply and critically about text.

Develop a literacy identity that promotes lifelong learning.

|--|

C.K.3
Compose narratives, using a
combination of drawing, dic-
tating, writing and digital re-
sources, to develop real or imag-
ined experiences or multiple
events or ideas, using effective
technique, descriptive details
and clear sequences.
(NOTE: Students must have the

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

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- o. Recount a single event.

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

C.1.3

bination of drawing, dictating, writing and digital resources, to

develop real or imagined experi-

ences or multiple events or ideas,

using effective technique, descrip-

tive details and clear sequences.

- 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.

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

MULTIDIMENSIONALITY - C.K.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every	2	Employ, develop and refine schema to understand and create text.
writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 b. Recount a single event. c. Include details which describe actions, thoughts, emotions. d. Create a sense of closure. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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.
<i>1</i> 5		HOME

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, sex particular resources to create and publish products, including in collaboration with peers. WILLTIDIMENSIONALITY - 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. WILLTIDIMENSIONALITY - 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 S. 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.L.5 With guidance and support, participate in shared research and writing projects. 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. HOME		GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
PROGRESSION 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. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. WILTIDIMENSIONALITY - 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 S. 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.L.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 1 Recognize that text is anything that communicates a message. 2 Employ, develop and refine schema to understand and create text. With guidance and support transactional, including in collaboration with peers. 2 Employ, develop and refine schema to understand and create text. 3 With guidance and support transactional, including in collaboration with peers. 4 Utilize receptive and expressive language arts to better understand self, others and the world. 5 Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 7 Utilize digital resources to learn and share with others. 8 Engage in 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.						
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. 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. 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. SUIDING PRINCIPLE FOR COMPOSITION S. 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 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. MULTIDIMENSIONALITY - C.K.5 Develop a literacy identity that promotes lifelong learning.		with others.		Literacy Practices		
With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. WILTIDIMENSIONALITY - C.K.4 Green (Italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With guidance and support, participate in shared research and writing projects. WILTIDIMENSIONALITY - C.K.5 With guidance and support, participate in shared research and writing projects. WILTIDIMENSIONALITY - C.K.5 WILTIDIMENSIONALITY - C.K.5 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 S. 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 Develop a literacy identity that promotes lifelong learning.			1	Recognize that text is anything that		
adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. Authorized Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT						communicates a message.
MULTIDIMENSIONALITY - C.K.4 MULTIDIMENSIONALITY - C.K.5 MULTIDIMENSIONALITY - C.K.5 MULTIDIMENSIONALITY - C.K.5 MULTIDIMENSIONALITY - C.K.5 Green (italic) = Comprehension			adults, explore a variety of digital resources to create and publish	adults, use a variety of digital re- sources to create and publish prod-	2	
## Green (Italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				·	3	tional, interdisciplinary and transfor-
With guidance and support from adults, explore a VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers. Solution of the subject under investigation.		N	MULTIDIMENSIONALITY - 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. Solution So		_				
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 6 Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. 8 Engage in specialized, discipline-specific literacy practices. 4 Apply high level cognitive processes to think deeply and critically about text. 10 Develop a literacy identity that promotes lifelong learning.	♬					Apply strategic practices, with scaffolding and then independently,
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 MAROON (CAPS) = CONTENT 6 new meaning. 7 Utilize digital resources to learn and share with others. 8 Engage in specialized, discipline-specific literacy practices. 4 Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.		GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create
PROGRESSION C.K.5 With guidance and support, participate in shared research and writing projects. MULTIDIMENSIONALITY - C.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT To Utilize digital resources to learn and share with others. Regage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.		5. Students will conduct short as v	vell as more sustained research proje	ects based on focused questions,	6	
PROGRESSION C.K.5 With guidance and support, participate in shared research and writing projects. With guidance and support, participate in shared research and writing projects. 8 Engage in specialized, discipline-specific literacy practices. 4 Apply high level cognitive processes to think deeply and critically about text. MULTIDIMENSIONALITY - C.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 10 Develop a literacy identity that promotes lifelong learning.		demonstrating understanding of the subject under investigation.				
C.K.5 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. With guidance and support, participate in shared research and writing projects. Bengage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.		PROGRESSION				· ·
ipate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing projects. Pate in shared research and writing specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.			C.K.5	C.1.5		snare with others.
Apply high level cognitive processes to think deeply and critically about text. MULTIDIMENSIONALITY - C.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.			ipate in shared research and	pate in shared research and writing	8	
MULTIDIMENSIONALITY - C.K.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT motes lifelong learning.				[9	to think deeply and critically about
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT					10	
With guidance and support, participate in shared RESEARCH and writing projects.		Green (italic) = Compr	ehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT		
		With guidance and support, partic	cipate in shared RESEARCH and writing	ng projects.		HOME

G	UIDING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	nt information from multiple print and di and integrate the information for the pur ism.	-		Literacy Practices
6 p. 20	PROGRESSION		1	Recognize that text is anything that
	С.К.6	C.1.6		communicates a message.
	With guidance and support, collect information from real-world experiences or provided sources to answer or generate guestions	With guidance and support, collect information from real-world experiences or provided sources to answer or generate guestions	2	Employ, develop and refine schema to understand and create text.
	swer or generate questions.	swer or generate questions.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - C.K.6		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	omprehension Purple (bold) = Analysis M collect information from real-world experi		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
G	UIDING PRINCIPLEF OR COMPOSITIO	N	6	Collaborate with others to create new meaning.
7. Students will compose rou and audiences.	itinely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
	PROGRESSION			
	C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.K.7			Douglan a literagy identity that are
	omprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
(Begins in grade 3)				HOME

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

GUIDING PRINCIPLE FOR LANGUAGE 1. Students will demonstrate command of the conventions of standard providing and an action.	d English grammar and usage when		Interdisciplinary Literacy Practices
writing and speaking. PROGRESSION			
L.K.1	L.1.1	1	Recognize that text is anything that
When writing or speaking, demonstrate appropriate use of: a. common nouns and verbs.	When writing or speaking, demonstrate appropriate use of: a. common, proper and posses-	2	communicates a message. Employ, develop and refine schema to understand and create text.
 b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, 	sive nouns in a sentence. b. singular and plural nouns with matching verbs in basic sentences.	3	View literacy experiences as transactional, interdisciplinary and transformational.
why and how. d. sentences using common prepositions. e. complete sentences.	c. personal, possessive and indefinite pronouns in a sentence.d. verbs to convey a sense of	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e. complete sentences.	past, present and future in a sentence. e. frequently occurring adjectives in a sentence.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. frequently occurring conjunc- tions in a sentence. g. frequently occurring preposi-	6	Collaborate with others to create new meaning.
	tions in a sentence. h. declarative, interrogative, imperative and exclamatory sentences in response to	7	Utilize digital resources to learn and share with others.
MULTIDIMENSIONALITY - L.K.1	prompts.	8	Engage in specialized, discipline- specific literacy practices.
When writing or speaking, demonstrate appropriate use of: a. COMMON NOUNS AND VERBS.	ROON (CAPS) = CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
b. REGULAR PLURAL NOUNS BY ADDING /S/ OR /ES/.c. INTERROGATIVE SENTENCES USING WHO, WHAT, WHERE, WHEN, WId. SENTENCES USING COMMON PREPOSITIONS.	HY AND HOW.	10	Develop a literacy identity that promotes lifelong learning.
e. COMPLETE SENTENCES. 49			HOME

GUID	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	mand of the conventions of standa	rd English capitalization, punctuation		Literacy Practices
and spelling when writing.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
	L.K.2 When writing:	L.1.2 When writing:		communicates a message.
	Capitalize the first word in a sentence and the pronoun I.	a. Capitalize proper nouns, in- cluding but not limited to dates and names of people.	2	Employ, develop and refine schema to understand and create text.
	b. Recognize and name end punctuation.c. Write a letter or letters for most consonant and short-	b. Demonstrate appropriate use of end punctuation.c. With prompting and support,	3	View literacy experiences as transactional, interdisciplinary and transformational.
	vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relation-	produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	ships.	words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phoneti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		cally, drawing on phonemic awareness and spelling conventions.	6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
	ULTIDIMENSIONALITY - L.K.2 thension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
When writing: a. Capitalize THE FIRST WORD IN A	SENTENCE AND THE PRONOUN I.	ANGON (CAI 3) - CONTENT	9	Apply high level cognitive processes to think deeply and critically about text.
	TUATION. MOST CONSONANT AND SHORT-Vo drawing on knowledge of SOUND-L		10	Develop a literacy identity that promotes lifelong learning.
	50			HOME

		UAGE v language functions in different contexts, nd more fully when reading or listening.		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
	L.K.3	L.1.3	┨ *	communicates a message.
	(Begins in grade 2)	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
			3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
Green (italic) = C	MULTIDIMENSIONALITY - L.Romprehension Purple (bold) = Analys		8	Engage in specialized, discipline- specific literacy practices.
(Begins in grade 2)			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	•	ategies to determine or clarify the ropropriate. Students will acquire and	neaning of words and phrases, conduse accurately a range of general		Literacy Practices
	-	ds and phrases sufficient for readin		1	Recognize that text is anything that communicates a message.
		L.K.4	L.1.4		
		Determine or clarify the meaning of unknown and multiple- meaning words and phrases	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1	2	Employ, develop and refine schema to understand and create text.
		based on kindergarten reading and content.	reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
/		a. Identify homophones.b. Identify common affixes and how they change the meaning of a word.	a. Use sentence-level context as a clue to the meaning of a word or phrase.b. Identify common affixes and	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	how they change the meaning of a word. c. With guidance and support, identify frequently occurring	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		· -	root words and their inflectional forms. d. Use words and phrases acquired	6	Collaborate with others to create new meaning.
			through conversations, reading and being read to, and respond- ing to texts, including using fre- quently occurring conjunctions	7	Utilize digital resources to learn and share with others.
	N.	IULTIDIMENSIONALITY - L.K.4	to signal simple relationships.	8	Engage in specialized, discipline- specific literacy practices.
_	Green (italic) = Compre	chension Purple (bold) = Analysis North No		9	Apply high level cognitive processes to think deeply and critically about text.
	**	d how they change the meaning of a red through conversations, reading	a word. and being read to, and responding	10	Develop a literacy identity that promotes lifelong learning.
		52			HOME

GUIDING PRINCI	PLE FOR LANGUAGE			Interdisciplinary
5. Students will demonstrate understanding of v	word relationships and	nuances in word meanings.	ا	Literacy Practices
PROG	RESSION	14.5	1	Recognize that text is anything that
_	L.K.5 ce and support from	L.1.5 With guidance and support from adults, demonstrate understanding		communicates a message.
and nuances	re word relationships in word meanings.	of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
categorio foods) to concepts	nmon objects into es (e.g., shapes, gain a sense of the s the categories rep-	Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	3	View literacy experiences as transactional, interdisciplinary and transformational.
ing of ve	trate an understand- rbs and adjectives r antonyms.	 Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
c. Demons ing of ve	trate an understand- rbs and adjectives r synonyms.	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	, ,	 d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., 	6	Collaborate with others to create new meaning.
		large, gigantic).	7	Utilize digital resources to learn and share with others.
MULTIDIMENS Green (italic) = Comprehension Purp	SIONALITY - L.K.5 ble (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
With guidance and support from adults, explore a. Sort common objects into categories (e.g.,	•		9	Apply high level cognitive processes to think deeply and critically about text.
ries represent.b. Demonstrate an understanding of VERBS Ac. Demonstrate an understanding of VERBS A			10	Develop a literacy identity that promotes lifelong learning.
53				HOME

	Reading Foundational Skills – Grade 1 Print Concepts		Interdisciplinary Literacy Practices
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.	1	Recognize that text is anything that communicates a message.
RF.1.1	a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.	2	Employ, develop and refine schema to understand and create text.
	Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds (phonemes).	3	View literacy experiences as transactional, interdisciplinary and transformational.
RF.1.2	 a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	(phonemes). Phonics and Word Recognition	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words.	6	Collaborate with others to create new meaning.
RF.1.3	 c. Know final –e and common vowel team conventions for representing long vowel sounds. d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 	7	Utilize digital resources to learn and share with others.
	e. With adult support, decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings.	8	Engage in specialized, discipline- specific literacy practices.
	g. Recognize and read grade-appropriate irregularly spelled words. Fluency Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.	9	Apply high level cognitive processes to think deeply and critically about text.
RF.1.4	a. Read grade-level text with purpose and understanding.b. Orally read grade-level text fluently on successive readings.	10	Develop a literacy identity that promotes lifelong learning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		HOME

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

	IG PRINCIPLE FOR READING LITE			Interdisciplinary
	to support conclusions drawn from	tly and to make logical inferences from the text.		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.K.1	RL.1.1	RL.2.1	+	communicates a message.
With prompting and support, ask and answer explicit questions about key ideas and de-	With prompting and support, ask and answer explicit questions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and support logical	2	Employ, develop and refine schema to understand and create text.
tails and make logical infer- ences to construct meaning from the text.	tails, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
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				Utilize receptive and expressive language arts to better understand self, others and the world.
	to construct meaning from the text		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2. Students will determine centr		alyze their development; cite specific ions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
the text.				Utilize digital resources to learn and
RL.K.2	PROGRESSION RL.1.2	RL.2.2	7	share with others.
With prompting and support, orally recognize key details from a summary to demon-	With prompting and support, recognize key details from a summary to demonstrate un-	Identify implicit and explicit information from a summary to determine the author's message, lesson learned	8	Engage in specialized, discipline- specific literacy practices.
strate understanding of the lesson learned in the story.	derstanding of the author's message, lesson learned and/or moral.	and/or moral, including but not limited to fables and folktales from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.1.2		10	Develop a literacy identity that pro-
	prehension Purple (bold) = Analysis	y to demonstrate understanding of the	10	motes lifelong learning.
AUTHOR'S MESSAGE, LESSON LE	, , ,	y to demonstrate understanding of the		HOME
	56			

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
3. Students will analyze how and a text.	d why individuals, events and ideas	develop and interact over the course of		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.K.3	RL.1.3	RL.2.3	_	communicates a message.
With prompting and support, identify characters, settings and major events in order to	Describe characters, settings and major events in a story, using key details in order to	Describe how characters in a story respond to major events and challenges in order to make meaning of the	2	Employ, develop and refine schema to understand and create text.
make meaning of the story development.	make meaning of the story development.	story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
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				Utilize receptive and expressive language arts to better understand self, others and the world.
meaning of the story developm	rent.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret words	and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RL.K.4	RL.1.4	RL.2.4	7	share with others.
With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or re-	8	Engage in specialized, discipline- specific literacy practices.
feelings or appeal to the senses.	in order to construct meaning.	peated lines, supply rhythm and shape meaning in a story, poem, or song.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.1.4	4		
Green (italic) = Comp Identify words and phrases in sto		MAROON (CAPS) = CONTENT NGS OR APPEAL TO THE SENSES in order	10	Develop a literacy identity that promotes lifelong learning.
to construct meaning.				HOME

	IG PRINCIPLE FOR READING LITE			Interdisciplinary
5. Students will analyze the strutions of the text relate to each of		fic sentences, paragraphs and larger por-		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.K.5	RL.1.5	RL.2.5	_	communicates a message.
Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of poems, stories and dramas, includ-	Describe how parts of the text contrib- ute to the overall structure of poems, stories and dramas, including but not	2	Employ, develop and refine schema to understand and create text.
	ing but not limited to linear, nonlinear and circular structures.	limited to linear, non-linear and circular structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.1.: prehension Purple (bold) = Analysis tween the STRUCTURES OF POEMS,		4	Utilize receptive and expressive language arts to better understand seleothers and the world.
	AR AND CIRCULAR STRUCTURES.		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	int of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and share with others.
RL.K.6	RL.1.6	RL.2.6	7	
	.=.0	NL.2.0	ĺ	share with others.
With prompting and support, identify the author and illustrator of a story and explain	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the perspectives of characters, including by	8	share with others. Engage in specialized, discipline- specific literacy practices.
identify the author and illus-	With prompting and support, identify who is telling the story	With prompting and support, acknowledge differences in the per-	⊢	Engage in specialized, discipline- specific literacy practices.
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	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.	8	Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
identify the author and illustrator of a story and explain how each tells the story. Green (italic) = Comp	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the per- spectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. MAROON (CAPS) = CONTENT	8	Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about

P	 GUIDING PRINCIPLE FOR READING LITERATURE 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats. 				Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.K.7	RL.1.7	RL.2.7		communicates a message.
	With prompting and support, describe the relationship between illustrations and the	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	2	Employ, develop and refine schema to understand and create text.
	story in which they appear.	, 0	and plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.1	.7		Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Use a story's illustrations and details to describe its CHARACTERS, SETTING AND EVENTS.				guage arts to better understand self, others and the world.
	GUIDIN	IG DDINCIDIE EOD DEADING LIT	EDATUDE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.			6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and share with others.
	RL.K.8	RL.1.8	RL.2.8	7	
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1	.7		
	Green (italic) = Com (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.

	NG PRINCIPLE FOR READING LITE			Interdisciplinary	
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that	
RL.K.9	RL.1.9	RL.2.9		communicates a message.	
With prompting and support, compare/contrast the adventures and experiences of char-	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.	2	Employ, develop and refine schema to understand and create text.	
acters in stories.			3	View literacy experiences as transactional, interdisciplinary and transformational.	
Connectification Comm	MULTIDIMENSIONALITY - RL.1.9			Utilize receptive and expressive lan-	
	prehension Purple (bold) = Analysis res and experiences of CHARACTERS		4	guage arts to better understand self others and the world.	
	NG PRINCIPLE FOR READING LITE	ERATURE exts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.	
20. Students Will Tead, complete	PROGRESSION PROGRESSION	exes independently and proneiently.	6	Collaborate with others to create new meaning.	
RL.K.10	RL.1.10	RL.2.10			
With prompting and support, flexibly use a variety of comprehension strategies (i.e., ques-	With prompting and support, flexibly use a variety of comprehension strategies (i.e., question-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.	
tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining	ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade-	8	Engage in specialized, discipline- specific literacy practices.	
importance) to make sense of grade-level appropriate, complex literary texts.	portance) to make sense of grade-level appropriate, complex literary texts.	level appropriate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.1.1	10			
With prompting and support, fle		on strategies (i.e., questioning, monitor-	10	Develop a literacy identity that promotes lifelong learning.	
ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS.				HOME	

	Reading Standards for Informational Text - Grade 1		Interdisciplinary Literacy Practices
	Key Ideas and Details		·
<u>RI.1.1</u>	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.1.2</u>	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.1.3</u>	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.1.4</u>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	4	guage arts to better understand self, others and the world.
DI 4 F	Know and use various text features, including but not limited to headings, tables of contents, glossa-	5	Apply strategic practices, with scaffolding and then independently,
<u>RI.1.5</u>	ries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.		to approach new literacy tasks.
<u>RI.1.6</u>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.1.7	Use the visuals and details in a text to describe its key ideas.	7	share with others.
1111217	000 the thousand and decision to decision to help the terms of the ter		Engage in specialized, discipline-
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	8	specific literacy practices.
		_	Apply high level cognitive processes
<u>RI.1.9</u>	Identify information from two or more texts on similar themes or topics.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		December 19 constitution of the
DI 4 40	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	10	Develop a literacy identity that pro- motes lifelong learning.
<u>RI.1.10</u>	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	HOME	

it	t; cite specific textual evidence to the specific textual evidence te	etermine what the text says explicito support conclusions drawn from PROGRESSION RI.1.1	itly and to make logical inferences from the text.		Interdisciplinary Literacy Practices
	With prompting and support,				
10	With prompting and support,	RI.1.1		1	Recognize that text is anything that
١٨	, , , , , , , , , , , , , , , , , , , ,		RI.2.1	_	communicates a message.
а	ask and answer explicit ques- tions about key concepts and	With prompting and support, ask and answer explicit questions about key concepts and	Ask and answer such questions as who, what, where, when, why, and how and make and support logical	2	Employ, develop and refine schema to understand and create text.
e	details and make logical inferences to construct meaning from the text.	details, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.1.1			Utilize receptive and expressive lan-
┌ ∨	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.			4	guage arts to better understand self, others and the world.
n				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE				Callah arata wikh ath arata arata
			development; cite specific textual evi-	6	Collaborate with others to create new meaning.
d	dence, including summary, para	phrase and direct quotations to sup	oport conclusions drawn from the text.	_	Utilize digital resources to learn and share with others.
		PROGRESSIONS		7	
ΙL	RI.K.2	RI.1.2	RI.2.2		
0	With prompting and support, prally recognize key details	With prompting and support, recognize key details from a	Identify implicit and explicit information from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
	rom a summary to demon- strate understanding of the	summary to demonstrate un- derstanding of the central idea	the central idea of a text.		Apply high level cognitive processes
	central idea of a text.	of a text.		9	to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With prompting and support, recognize KEY DETAILS from a summary to demonstrate understanding of				- 1 10 10 10 1
☐ ∨				10	Develop a literacy identity that promotes lifelong learning.
	the CENTRAL IDEA of a text.	cognice KET DETAILS from a summe	ary to demonstrate anderstanding of		HOME

	G PRINCIPLE FOR READING LITE			Interdisciplinary Literacy Practices
a text.	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.			
	PROGRESSION			Recognize that text is anything that
RI.K.3	RI.1.3	RI.2.3	1	communicates a message.
With prompting and support, identify the individuals, events, ideas or pieces of in-	With prompting and support, identify the connection between individuals, events, ideas	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical	2	Employ, develop and refine schema to understand and create text.
formation presented over the course of a text.	or pieces of information over the course of a text.	procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.1.3			Utilize receptive and expressive lan-
Green (italic) = Compi		MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	With prompting and support, identify the connection between INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION over the course of a text.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	G PRINCIPLE FOR READING LITE and phrases as they are used in	RATURE a text, including determining technical,	6	Collaborate with others to create new meaning.
	ings, and analyze how specific wor			Utilize digital resources to learn and share with others.
	PROGRESSION		7	
RI.K.4	RI.1.4	RI.2.4		
With prompting and support, ask and answer questions	Ask and answer questions to help determine or clarify the	Determine the meaning of general academic words and phrases and how	8	Engage in specialized, discipline- specific literacy practices.
about unknown words in a text.	meaning of words and phrases in a grade-level text.	those words and phrases shape mean- ing in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.4 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			Develop a literacy identity that pro-
<u> </u>				motes lifelong learning.
TEXT.	o determine or clarity the meaning	oj woras ana prirases in a GRADE-LEVEL		HOME

GUIDING	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
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.				Literacy Practices
	PROGRESSION			Recognize that text is anything that
RI.K.5	RI.1.5	RI.2.5	1	communicates a message.
Identify the front cover, back cover and title page of a book.	Know and use various text fea- tures, including but not limited to headings, tables of contents,	Identify and describe informational text structures, including sequence/ chronological and descriptive struc-	2	Employ, develop and refine schema to understand and create text.
	glossaries, captions, bold print, subheadings, indexes, electron- ic menus and icons to locate key facts or information in a	tures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
	text.	contribute to the overall structure.		Utilize receptive and expressive lan
	MULTIDIMENSIONALITY - RI.1.5		4	guage arts to better understand sell others and the world.
¬∎∎	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.			Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
GUIDING	G PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
6. Students will analyze how poin	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn an share with others.
	PROGRESSION			
RI.K.6	RI.1.6	RI.2.6	8	Engage in specialized, discipline-
With prompting and support,	Distinguish between infor-	Identify the main purpose of a text,		specific literacy practices.
identify the author and illustrator of a text and define the	mation provided by pictures or other illustrations and infor-	including what the author wants to answer, explain or describe, and how	9	Apply high level cognitive processe to think deeply and critically about
role of each in presenting the ideas or information in a text.	mation provided by the words in a text.	that purpose shapes the content of the text.		text.
<u></u>	MULTIDIMENSIONALITY - RI.1.6 rehension Purple (bold) = Analysis		10	Develop a literacy identity that pro motes lifelong learning.
Distinguish between INFORMATION VIDED BY THE WORDS in a text.	ON PROVIDED BY PICTURES or othe	er illustrations and INFORMATION PRO-		HOME

	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	7. Students wills integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			Literacy Practices	
	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.K.7	RI.1.7	RI.2.7		oonmanisates a message.
describe	ompting and support, e the relationship be- 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	2	Employ, develop and refine schema to understand and create text.		
tweenvi	suais and the text.		understanding of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.1.7				Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Use the visuals and details in a text to describe its KEY IDEAS.			4	guage arts to better understand self, others and the world.
Use the v				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	GUIDING PRINCIPLE FOR READING LITERATURE			Collaborate with others to create
	udents will delineate and evaluate the argument, specific claims and evidence in a text, assessing the lity, reasoning, relevance and sufficiency.		ns and evidence in a text, assessing the	6	new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.K.8	RI.1.8	RI.2.8	,	share with others.
identify t	mpting and support, he claim and the rea-	Identify the claim and the reasons an author gives to support	Describe how reasons support specific claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
	nuthor gives to sup-	the claim in a text.		9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.1.8	8		Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	motes lifelong learning.	
Identify t	Identify the CLAIM and the REASONS an author gives to support the CLAIM in a text.				HOME
		65			

	 GUIDING PRINCIPLE FOR READING LITERATURE 9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 				Interdisciplinary Literacy Practices
	PROGRESSION RI.K.9 RI.1.9 RI.2.9			1	Recognize that text is anything that communicates a message.
i	With prompting and support, identify information from two or more texts on similar	Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
t	themes or topics.	MULTIDIMENSIONALITY - RI.1.5		3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify information from TWO OR MORE TEXTS ON SIMILAR THEMES OR TOPICS.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex informational texts independently and proficiently. PROGRESSION			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
f	RI.K.10 With prompting and support, flexibly use a variety of compre-	RI.1.10 With prompting and support, flexibly use a variety of compre-	RI.2.10 By the end of the year, flexibly use a variety of comprehension strategies	7	Utilize digital resources to learn and share with others.
t i	hension strategies (i.e., ques- tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining	hension strategies (i.e., question- ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex informational texts independently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.
{	importance) to make sense of grade-level appropriate, complex informational texts.	portance) to make sense of grade-level appropriate, complex informational texts.		9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp With prompting and support, fle		MAROON (CAPS) = CONTENT on strategies (i.e., questioning, monitor-	10	Develop a literacy identity that promotes lifelong learning.
	ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS.				HOME

	Н		Interdisciplinary Literacy Practices		
	NOTE Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.				Recognize that text is anything that communicates a message.
HW. 1.1	Legibly print all upper- and lowercase letters and numerals with correct form. 1.1				Employ, develop and refine schema to understand and create text.
	HW.K.1 Print all upper and lowercase	HW.1.1 Legibly print all upper- and low-	HW.2.1 Introduce formation of all upper-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	letters and numerals.	ercase letters and numerals with correct form.	and lowercase cursive letters.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in 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.
		67			HOME

	Composition – Grade 1		Interdisciplinary Literacy Practices
	TEXT TYPES AND PURPOSE	1	Recognize that text is anything that communicates a message.
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not		Employ, develop and refine schema to understand and create text.
	 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>C.1.1</u>	 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. 		Utilize receptive and expressive language arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	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.		Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
			Engage in specialized, discipline- specific literacy practices.
<u>C.1.2</u>			Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that promotes lifelong learning.
			HOME

	Composition – Grade 1		Interdisciplinary Literacy Practices
	TEXT TYPES AND PURPOSE	4	Recognize that text is anything that
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	communicates a message.
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	2	Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transfor-
<u>C.1.3</u>	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	mational.
0.2.0	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.		Utilize receptive and expressive lan- guage arts to better understand self,
			others and the world.
			Apply strategic practices, with
	e. Create a sense of closure.	5	scaffolding and then independently,
	 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 		to approach new literacy tasks.
	planning, revising and carting.	6	Collaborate with others to create
	PRODUCTION AND DISTRIBUTION		new meaning.
<u>C.1.4</u>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	7	Utilize digital resources to learn and share with others.
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Engage in specialized, discipline-
<u>C.1.5</u>	With guidance and support, participate in shared research and writing projects.	8	specific literacy practices.
<u>C.1.6</u>	Vith guidance and support, collect information from real-world experiences or provided sources to nswer or generate questions.		Apply high level cognitive processes to think deeply and critically about text.
	RANGE OF WRITING C.1.7 (Begins in grade 3)		Develop a literacy identity that pro-
			motes lifelong learning.
<u>C.1.7</u>			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.

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

Interdisciplinary

	PROGRESSION							Interdisciplinary
		C.K.1		C.1.1		C.2.1		Literacy Practices
	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.	1	Recognize that text is anything that
_	e.	Provide a concluding idea.	e.	Provide a concluding section.	e.	Provide a concluding section.	2	communicates a message. Employ, develop and refine schema
	f.	With guidance and support	f.	With guidance and support	f.	With guidance and support		to understand and create text.
		from peers and adults, develop and strengthen writing as needed by plan-		from peers and adults, develop and strengthen writing as needed by planning, re-		from peers and adults, develop and strengthen writing as needed by planning, revising	3	View literacy experiences as transactional, interdisciplinary and transformational.
		ning, revising and editing.		vising and editing.		and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
							5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
							6	Collaborate with others to create new meaning.
							7	Utilize digital resources to learn and share with others.
							8	Engage in 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		Interdisciplinary	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Literacy Practices		
	Compose OPINION PIECES , using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.	1	Recognize that text is anything that communicates a message.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. 	3	View literacy experiences as transactional, interdisciplinary nd transformational.	
	c. Provide reasons with details to support the opinion.d. Use grade-appropriate TRANSITIONS.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		6	Collaborate with others to create new meaning.	
		7	Utilize digital resources to learn and share with others.	
		8	Engage in 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	

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

				PROGRESSION			Interdisciplinary		
		C.K.2		C.1.2		C.2.2		Literacy Practices	
	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.	1	Recognize that text is anything that communicates a message.	
_	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.	2	Employ, develop and refine schema to understand and create text.	
	c.	Use grade-appropriate tran-	e.	Use grade-appropriate transi-	e.	0 11 1	3	View literacy experiences as transactional, interdisciplinary and transformational.	
		sitions to develop text structure across paragraphs.		tions to develop text structure across paragraphs.		tions to develop text struc- ture across paragraphs.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	d.	Provide a concluding idea.	f.	Provide a concluding section.	f.	Provide a concluding section.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	e.	With guidance and support from peers and adults, develop and strengthen writing	g.	With guidance and support from peers and adults, develop and strengthen writing as	g.	With guidance and support from peers and adults, develop and strengthen writing as	6	Collaborate with others to create new meaning.	
		as needed by planning, revis- ing and editing.		needed by planning, revising and editing.		needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.	
							8	Engage in specialized, discipline- specific literacy practices.	
							9	Apply high level cognitive processes to think deeply and critically about text.	
							10	Develop a literacy identity that promotes lifelong learning.	
								HOME	

	MULTIDIMENSIONALITY - C.1.2		La La della della Paragonia
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
J	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.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Supply information with detail to develop the topic.d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by plan- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ning, revising and editing.	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in 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

	GUIDIN	IG PRINCIPLE FOR COMPOSITION			Interdisciplinary
	3. Students will compose narratives technique, well-chosen details and	to develop real or imagined experien	nces or events, using effective		Literacy Practices
	technique, wen-chosen details and	PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.K.3	C.1.3	C.2.3		
ı	Compose narratives, using a combination of drawing, dictating,	Compose narratives, using a combination of drawing, dictating,	Compose narratives, using writing and digital resources, to	2	Employ, develop and refine schema to understand and create text.
	writing and digital resources, to develop real or imagined experiences or multiple events or ideas,	writing and digital resources, to develop real or imagined experiences or multiple events or ideas,	develop real or imagined experi- ences or multiple events or ide- as, using effective technique,	3	View literacy experiences as transactional, interdisciplinary and transformational.
	using effective technique, descriptive details and clear sequences.	using effective technique, descriptive details and clear sequences.	descriptive details and clear sequences.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	not <u>every</u> writing experience must utilize those digital re- sources.)	every writing experience must utilize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	6	Collaborate with others to create new meaning.
	With guidance and support from adults, produce writing	With guidance and support from adults, produce writing	With guidance and support from adults, produce writing	7	Utilize digital resources to learn and share with others.
	in which the development and organization are appro-	in which the development and organization are appropriate to task and purpose.	in which the development and organization are appropriate to task and purpose.	8	Engage in specialized, discipline- specific literacy practices.
	priate to task and purpose. b. Recount a single event.	 b. Recount a single event or multiple events, memories or 	b. Recount a single event or multiple events, memories	9	Apply high level cognitive processes to think deeply and critically about text.
	ideas.	or ideas.	10	Develop a literacy identity that promotes lifelong learning.	
					HOME

	PROGRESSION			Interdisciplinary
C.K.3	C.1.3	C.2.3		Literacy Practices
c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	c. Include details which describe actions, thoughts, emotions.	1	Recognize that text is anything that communicates a message.
	d. Use temporal words and phrases to signal event order.	d. Use temporal words and phrases to signal event order.	2	Employ, develop and refine schema to understand and create text.
d. Create a sense of closure.	e. Create a sense of closure.	e. Create a sense of closure.	3	View literacy experiences as transactional, interdisciplinary and transformational.
e. With guidance and support from peers and adults, develop and strengthen	f. With guidance and support from peers and adults, develop and strengthen writing as	f. With guidance and support from peers and adults, develop and strengthen writing as	4	Utilize receptive and expressive language arts to better understand self, others and the world.
writing as needed by plan- ning, revising and editing.	needed by planning, revising and editing.	needed by planning, revising and editing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
			8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

MULTIDIMENSIONALITY - C.1.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
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	1	Recognize that text is anything that communicates a message.
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.)	2	Employ, develop and refine schema to understand and create text.
a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transactional, interdisciplinary and transformational.
b. Recount a single event or multiple events, memories or ideas.c. Include details which describe actions, thoughts, emotions.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
d. Use temporal words and phrases to signal event order. e. Create a sense of closure.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

4. Students will use digital resources to create and publish products as well as to interact and collaborate with others. PROGRESSION 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. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. Wultipundance 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 others and the world.
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. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. With guidance and support from adults, use 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 to understand and create text to understand and create
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. 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. WILTIDIMENSIONALITY - 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 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. I communicates a message. Employ, develop and refine so to understand and create text to underst
from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers. Authors
Collaboration with peers. tion with peers. tion with peers. ### View literacy experiences as to tional, interdisciplinary and train mational. #### Utilize receptive and expression ### Green (italic) = Comprehension
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 4 guage arts to better understand others and the world.
With guidance and support from adults, use a VARIETY OF DIGITAL RESOURCES to create and publish
products, including in collaboration with peers. Apply strategic practices, with scaffolding and then independ to approach new literacy tasks.
GUIDING PRINCIPLE FOR COMPOSITION Collaborate with others to cree
5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 6 new meaning.
PROGRESSION 7 Utilize digital resources to lead
C.K.5 C.1.5 C.2.5
With guidance and support, parparticipate in shared research and support, participate in shared research and writing projects. With guidance and support, parparticipate in shared research and writing projects that build knowledge about a topic Conduct shared research and writing projects that build knowledge about a topic
Apply high level cognitive process 4 Apply high level cognitive process 5 to think deeply and critically a text.
MULTIDIMENSIONALITY - C.1.5 Croon (italia) - Comprehension - Physic Manager M
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT
With guidance and support, participate in shared RESEARCH and writing projects.

	GUI		Interdisciplinary				
	6. Students will gather relevant and accuracy of each source and		Literacy Practices				
	search while avoiding plagiarism		1	Recognize that text is anything that			
			communicates a message.				
	C.K.6 With guidance and support, collect information from real- world experiences or provid-	C.1.6 With guidance and support, collect information from real-world experiences or provided sources to an-	C.2.6 Collect information from realworld experiences or provided sources to answer or generate	2	Employ, develop and refine schema to understand and create text.		
	ed sources to answer or generate questions.	swer or generate questions.	questions.	3	View literacy experiences as transactional, interdisciplinary and transformational.		
		MULTIDIMENSIONALITY - C.1.6		4	Utilize receptive and expressive language arts to better understand self, others and the world.		
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create new meaning.		
	7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.				Utilize digital resources to learn and share with others.		
	0 1/ 7	PROGRESSION	22-		E		
	C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.		
				9	Apply high level cognitive processes to think deeply and critically about text.		
	Green (italic) = Com	MULTIDIMENSIONALITY - C.1.7 prehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.		
	(Begins in grade 3)				HOME		
	80						

	Language – Grade 1		Interdisciplinary Literacy Practices		
	CONVENTIONS OF STANDARD ENGLISH	4	Recognize that text is anything that		
	When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence.	1	communicates a message.		
<u>L.1.1</u>	 b. singular and plural nouns with matching verbs in basic sentences. c. personal, possessive and indefinite pronouns in a sentence. d. verbs to convey a sense of past, present and future in a sentence. e. frequently occurring adjectives in a sentence. 	2	Employ, develop and refine schema to understand and create text.		
	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.		View literacy experiences as transactional, interdisciplinary and transformational.		
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. 		Utilize receptive and expressive language arts to better understand self, others and the world.		
<u>L.1.2</u>			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	KNOWLEDGE OF LANGUAGE	_	Collaborate with others to create		
<u>L.1.3</u>	(Begins in grade 2)	6	new meaning.		
	VOCABULARY ACQUISITION AND USE		Haling digital assumes to leave and		
	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.		Utilize digital resources to learn and share with others.		
<u>L.1.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Identify common affixes and how they change the meaning of a word. c. With guidance and support, identify frequently occurring root words and their inflectional forms. d. Use words and phrases acquired through conversations, reading and being read to, and responding to 	8	Engage in specialized, discipline- specific literacy practices.		
	texts, including using frequently occurring conjunctions to signal simple relationships. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories	9	Apply high level cognitive processes to think deeply and critically about text.		
<u>L.1.5</u>	represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	10	Develop a literacy identity that promotes lifelong learning.		
	 d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic). 		HOME		

	GUID 1. Students will demonstrate comm writing and speaking.		Interdisciplinary Literacy Practices		
				December that tout is anothing that	
	L.K.1	L.1.1	L.2.1	1	Recognize that text is anything that communicates a message.
	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.	2 3 4 5	Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and
		JLTIDIMENSIONALITY - L.1.1			share with others.
	MI Green (italic) = Compreh When writing or speaking, demonstro	8	Engage in specialized, discipline- specific literacy practices.		
a k	 a. COMMON, PROPER AND POSSESS b. SINGULAR AND PLURAL NOUNS c. PERSONAL, POSSESSIVE AND IND 			9	Apply high level cognitive processes to think deeply and critically about text.
	e. FREQUENTLY OCCURRING ADJECT f. FREQUENTLY OCCURRING CONJU g. FREQUENTLY OCCURRING PREPO	TIVES in a sentence. INCTIONS in a sentence.	ice.	10	Develop a literacy identity that promotes lifelong learning.
ŀ	h. DECLARATIVE, INTERROGATIVE, I	MPERATIVE AND EXCLAMATORY SENT	ENCES in response to prompts.		HOME
		82			

	GUII		Interdisciplinary			
	2. Students will demonstrate com		Literacy Practices			
	and spelling when writing.				Literacy Fractices	
		PROGRESSION				
	L.K.2	L.1.2	L.2.2	1	communicates a message.	
	When writing:	When writing:	When writing:			
	a. Capitalize the first word in a sentence and the pronoun I.	 Capitalize proper nouns, in- cluding but not limited to dates and names of people. 	 a. Capitalize proper nouns, includ- ing but not limited to dates and names of people. 	2	Employ, develop and refine schema to understand and create text.	
	 Recognize and name end punctuation. 	b. Demonstrate appropriate use	b. Demonstrate appropriate use of		View literacy experiences as transac-	
_	c. Write a letter or letters for	of end punctuation.	end punctuation.	3	tional, interdisciplinary and transfor-	
	most consonant and short- vowel sounds.	 With prompting and support, produce and write commas in 	 With prompting and support, produce and write commas in 		mational.	
ľ	d. Spell simple words phoneti-	dates and to separate single words in a series.	dates and to separate single words in a series.		Utilize receptive and expressive lan-	
	cally, drawing on knowledge of sound-letter relationships.	d. Use conventional spelling for	d. Use conventional spelling for	4	guage arts to better understand self, others and the world.	
	or souria retter relationships.	words with common spelling	words with common spelling		Apply strategic practices, with	
		patterns and for frequently occurring irregular words.	patterns and for frequently oc- curring irregular words.	5	scaffolding and then independently,	
		e. Spell untaught words phoneti-	e. Spell untaught words phonetical-		to approach new literacy tasks.	
		cally, drawing on phonemic awareness and spelling con- ventions.	ly, drawing on phonemic aware- ness and spelling conventions.	6	Collaborate with others to create	
				0	new meaning.	
				7	Utilize digital resources to learn and share with others.	
					share with others.	
	N	ULTIDIMENSIONALITY - L.1.2		8	Engage in specialized, discipline-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				specific literacy practices.	
	When writing:				Apply high level cognitive processes	
	a. Capitalize PROPER NOUNS, includin	ng but not limited to DATES AND NAMES	OF PEOPLE.	9	to think deeply and critically about	
	b. Demonstrate appropriate use of EN	ND PUNCTUATION.			text.	
	c. With prompting and support, <i>produce and write</i> COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SERIES.				Davidon a literani i daviti vite at vivi	
		s with COMMON SPELLING PATTERNS ar	nd for FREQUENTLY OCCURRING IRREGU-	10	Develop a literacy identity that promotes lifelong learning.	
		drawing on PHONEMIC AWARENESS AN	D SPELLING CONVENTIONS.		HOME	

3. Students will apply knowledge of to make effective choices for mean		Interdisciplinary Literacy Practices		
	PROGRESSION		1	Recognize that text is anything that
L.K.3	L.1.3	L.2.3	_	communicates a message.
(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
	MULTIDIMENSIONALITY - L.1.3 ehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
(Begins in grade 2)			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME
	84			

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

	MULTIDIMENSIONALITY - L.1.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
┚	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.	1	Recognize that text is anything that communicates a message.
	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.	2	Employ, develop and refine schema to understand and create text.
	 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 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in 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

		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	5. Students will demonstrate unde		Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	L.K.5	L.1.5	L.2.5	1	communicates a message.
	With guidance and support from adults, explore word relationships and nuances in word meanings.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the	 Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. 	 Demonstrate understanding of words by relating them to their synonyms and antonyms. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
/	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 an understanding of words by relating them to their synonyms and antonyms. c. Demonstrate an understanding of words by relating them to their synonyms and antonyms. d. 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	ing among closely related verbs (e.g., toss, throw, hurl) and	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		with stripes). c. Demonstrate understanding of words by relating them to	with stripes). Closely related adjectives (e.g., thin, slender). thin, slender). thin, slender).	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		d. Define or act out the shades of meaning among verbs		6	Collaborate with others to create new meaning.
		adjectives differing in intensi-		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre	IULTIDIMENSIONALITY - L.1.5 chension Purple (bold) = Analysis N		8	Engage in specialized, discipline- specific literacy practices.
_	 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. 			9	Apply high level cognitive processes to think deeply and critically about text.
	 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 		10	Develop a literacy identity that promotes lifelong learning.	
	intensity (e.g., large, gigantic).				HOME
		87			

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

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

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		PROGRESSION			
	RL.1.1	RL.1.1 RL.2.1 RL.3.1		1	communicates a message.
	With prompting and support, ask and answer explicit questions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
	tails, and make and support logical inferences to construct meaning from the text.	support logical inferences to construct meaning from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.2.	1		Utilize receptive and expressive lan-
	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.				guage arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	GUIDING PRINCIPLE FOR READING LITERATURE			
			alyze their development; cite specific tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RL.1.2	RL.2.2	RL.3.2		share with others.
_	With prompting and support, recognize key details from a summary to demonstrate	Identify implicit and explicit information from a summary to determine the author's mes-	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson	8	Engage in specialized, discipline- specific literacy practices.
	understanding of the author's message, lesson learned and/or moral.	sage, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro-
					motes lifelong learning.
		•	nine the AUTHOR'S MESSAGE, LESSON D FOLKTALES FROM DIVERSE CULTURES.		HOME
		90			

		RATURE		Interdisciplinary
3. Students will analyze how a a text.	3. Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
	PROGRESSION		4	Recognize that text is anything that
RL.1.3	RL.2.3	RL.3.3	1	communicates a message.
Describe characters, settings and major events in a story, using key details in order to make meaning of the story	Describe how characters in a story respond to major events and challenges in order to make meaning of the story develop-	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	2	Employ, develop and refine schemato understand and create text.
development.	ment.		3	View literacy experiences as transational, interdisciplinary and transfo
	MULTIDIMENSIONALITY - RL.2.3	3		mational.
Green (italic) = Cor	mprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	_	Utilize receptive and expressive lar
Describe how CHARACTERS in	a story respond to MAJOR EVENTS AN	ND CHALLENGES in order to make	4	guage arts to better understand se
meaning of the story develop	ment.			others and the world.
			_	Apply strategic practices, with
GUID	NG DRINCIDIE FOR READING LITE	DATIDE	5	scaffolding and then independently to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE			се аррговот нем желесу заске.
1	Is and phrases as they are used in a to anings, and analyze how specific wor		6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn an
RL.1.4	RL.2.4	RL.3.4	7	share with others.
Identify words and phrases in	Describe how words and	Determine the meaning of words and		-
stories or poems that suggest feelings or appeal to the senses in order to construct mean-	_	phrases as they are used in a text, dis- tinguishing literal from nonliteral lan- guage, including but not limited	8	Engage in specialized, discipline- specific literacy practices.
ing.	lines, supply rhythm and shape meaning in a story, poem or song.	to idioms and hyperboles, and describe how those words and phrases shape meaning.	9	Apply high level cognitive processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT cribe how words and phrases, including but not limited to REGULAR BEATS, ALLITERATION, RHYMES			
•			10	Develop a literacy identity that promotes lifelong learning.
	ly rhythm and shape meaning in a sto			HOME

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
5. Students will analyze the struportions of the text relate to ea		Literacy Practices		
	PROGRESSION			Recognize that text is anything that
RL.1.5	RL.2.5	RL.3.5	1	communicates a message.
Recognize major differences between the structures of poems, stories and dramas, including but not limited to	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas' including but not limited	2	Employ, develop and refine schema to understand and create text.
linear, nonlinear and circular structures.	to linear, non-linear and circular structures.	to linear, non-linear and circular structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.2.	5		Utilize receptive and expressive lan-
Green (italic) = Comp		MAROON (CAPS) = CONTENT IRE OF POEMS, STORIES AND DRAMAS,	4	guage arts to better understand self, others and the world.
including but not limited to LIN	EAR, NONLINEAR AND CIRCULAR S	TRUCTURES.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		se shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RL.1.6 With prompting and support,	RL.2.6 With prompting and support,	RL.3.6 Distinguish their own perspective	7	share with others.
identify who is telling the sto- ry at various points in a text.	acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character	from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	8	Engage in specialized, discipline-specific literacy practices.
	when reading dialogue aloud, and how those perspectives shape the content of the text.	of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.			Davidon a literació de attacta de atracta
	orehension		10	Develop a literacy identity that promotes lifelong learning.
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-				HOME
TIVES shape the content of the text.				HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.1.7	RL.2.7	RL.3.7	-	communicates a message.
	Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to	2	Employ, develop and refine schema to understand and create text.
		of characters, setting and plot.	creating mood, character and setting.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.2.			Utilize receptive and expressive lan-
一	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 CHAR-ACTERS, SETTING AND PLOT.				guage arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	ERATURE		
2	8. Students will delineate and evalidity, reasoning, relevance ar		ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION	SION		Utilize digital resources to learn and
	RL.1.8	RL.2.8	RL.3.8	7	share with others.
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.2.8				B. d 19
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)		10	Develop a literacy identity that promotes lifelong learning.	
					HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.1.9	RL.2.9	RL.3.9		communicates a message.
	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.	2	Employ, develop and refine schema to understand and create text.
					View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.2.s prehension Purple (bold) = Analysis		3	tional, interdisciplinary and transformational.
	Compare/contrast TWO OR MORE VERSIONS of the same story by DIFFERENT AUTHORS OR FROM DIFFERENT CULTURES.				Utilize receptive and expressive language arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create new meaning.
	RL.1.10	RL.2.10	RL.3.10	6	
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using	7	Utilize digital resources to learn and share with others.
	inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,	summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropriate, com- plex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.
	complex literary texts.	ate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
		MULTIDIMENSIONALITY - RL.2.1			text.
_	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.			10	Develop a literacy identity that promotes lifelong learning.
					HOME

	Reading Standards for Informational Text - Grade 2		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
<u>RI.2.1</u>	Ask and answer such questions as who, what, where, when, why, and how, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.2.2</u>	Identify implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.2.3</u>	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.2.4</u>	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	guage arts to better understand self, others and the world.
			Apply strategic practices, with
<u>RI.2.5</u>	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.2.6</u>	Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information con-	7	share with others.
101217	tributes to understanding of the text.		Engage in specialized, discipline-
RI.2.8	Describe how reasons support specific claims the author makes in a text.	8	specific literacy practices.
			Apply high level cognitive processes
<u>RI.2.9</u>	Describe the relationship between information from two or more texts on the same theme or topic.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		Develop a litera proidentity that any
DI 2.40	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.		Develop a literacy identity that promotes lifelong learning.
<u>RI.2.10</u>			HOME

	GUIDING PRI	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
	1. Students will read closely to ences from it; cite specific tex		Literacy Practices		
	PROGRESSION			1	Recognize that text is anything that
	RI.1.1	RI.2.1	RI.3.1		communicates a message.
	With prompting and support, ask and answer explicit questions about key concepts and details, and make and support	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.
	logical inferences to construct meaning from the text.	construct meaning from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.2.1			Utilize receptive and expressive lan-
_	Green (italic) = Comp Ask and answer such QUESTION		MAROON (CAPS) = CONTENT WHY AND HOW, and make and support	4	guage arts to better understand self, others and the world.
	logical inferences to construct meaning from the text.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		INCIPLE FOR READING INFORMA	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	dence, including summary, para	phrase and direct quotations, to su	pport conclusions drawn from the text.		Utilize digital resources to learn and share with others.
		PROGRESSION		7	
	RI.1.2	RI.2.2	RI.3.2		
	With prompting and support, recognize key details from a	Identify implicit and explicit information from a summary to determine the central idea of a	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a	8	Engage in specialized, discipline- specific literacy practices.
•	summary to demonstrate understanding of the central idea of a text.	text.	text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.2.2	2		Develop a literacy identity that pro-
	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.			10	motes lifelong learning.
	dentity implicit and explicit lift	madon from a summary to determ	THE CENTIAL IDEA OF A TEXT.		HOME
		96			

	GUIDING PR		Interdisciplinary		
	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that communicates a message.
	RI.1.3 With prompting and support, identify the connection be-	RI.2.3 Describe the connection between individuals, historical	RI.3.3 Describe the relationship between individuals, a series of historical events,	2	Employ, develop and refine schema to understand and create text.
	tween individuals, events, ide- as or pieces of information over the course of a text.	events, scientific ideas or concepts or steps in technical procedures over the course of a text.	scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.2.3 Green (italic) = Comprehension				Utilize receptive and expressive language arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	4. Students will interpret words		ext, including determining technical, con-	6	Collaborate with others to create new meaning.
	notative and figurative meanings	progression	oices shape meaning or tone.	7	Utilize digital resources to learn and share with others.
	RI.1.4 Ask and answer questions to help determine or clarify the	RI.2.4 Determine the meaning of general academic words and	RI.3.4 Determine the meaning of general academic words and phrases in a grade-	8	Engage in specialized, discipline- specific literacy practices.
	meaning of words and phrases in a grade-level text.	phrases and how those words and phrases shape meaning in a grade-level text.	level text, and describe how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.2.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that promotes lifelong learning.
	shape meaning in a GRADE-LEVE		S and how those words and phrases		HOME

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
	5. Students will analyze the stru tions of the text relate to each o		Literacy Practices		
		1	Recognize that text is anything that		
	RI.1.5	RI.2.5	RI.3.5	_	communicates a message.
	Know and use various text features, including but not limited to headings, tables of	Identify and describe informational text structures, including sequence/chronological and	Identify and describe informational text structures, including comparison, cause/effect and problem/solution	2	Employ, develop and refine schema to understand and create text.
	bold print, subheadings, in- dexes, electronic menus and icons to locate key facts or	electronic menus and between particular sentences tences and paragraphs in a text and	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	information in a text.	how they contribute to the overall structure. MULTIDIMENSIONALITY - RI.2.5	structure.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify and describe INFORMATIONAL TEXT STRUCTURES, including SEQUENCE/CHRONOLOGICAL AND DE- SCRIPTIVE STRUCTURES, and describe the logical connection between particular sentences and paragraphs				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	in a text and how they contribute	6	Collaborate with others to create new meaning.		
12	6. Students will analyze how po	int of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RI.1.6 Distinguish between infor-	RI.2.6 Identify the main purpose of a	RI.3.6 Distinguish their own perspective from	8	Engage in specialized, discipline- specific literacy practices.
	mation provided by pictures or other illustrations and information provided by the words in a text.	text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text.	that of the author of a text, and describe how various perspectives shape the content and style of a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - RI.2.6 orehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	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.				HOME

	NCIPLE FOR READING INFORMA	non-print forms of text found in diverse		Interdisciplinary
media and formats.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.1.7	RI.2.7	RI.3.7		communicates a message.
text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that in-	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side	2	Employ, develop and refine schema to understand and create text.
	formation contributes to understanding of the text.	bars, contribute to the meaning and clarity of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.2.7			Utilize receptive and expressive lan-
_	rehension Purple (bold) = Analysis VISUALS AND WORDS in the text,	MAROON (CAPS) = CONTENT and explain how that information con-	4	guage arts to better understand self others and the world.
tributes to understanding of the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the			Collaborate with others to create new meaning.
validity, reasoning, relevance and	·		7	Utilize digital resources to learn and
RI.1.8	PROGRESSION RI.2.8	RI.3.8	′	share with others.
Identify the claim and the reasons an author gives to sup-	Describe how reasons support specific claims the author	Describe how reasons and evidence support specific claims the author	8	Engage in specialized, discipline- specific literacy practices.
port the claim in a text.	makes in a text.	makes in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.2.8	3		Develop a literacy identity that pro-
	rehension Purple (bold) = Analysis		10	motes lifelong learning.
Describe how REASONS support specific CLAIMS the author makes in a text.				HOME

	or more texts address similar then			Interdisciplinary Literacy Practices
knowledge of to compare the up	PROGRESSION			
RI.1.9	RI.2.9	RI.3.9	1	Recognize that text is anything the communicates a message.
themes or topics.	Describe the relationship be- tween 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.	2	Employ, develop and refine scher to understand and create text.
	MULTIDIMENSIONALITY - RI.2.5	MAROON (CAPS) = CONTENT	3	View literacy experiences as transtional, interdisciplinary and transmational.
Describe the relationship between IC.	en information from TWO OR MO	RE TEXTS ON THE SAME THEME OR TOP-	4	Utilize receptive and expressive I guage arts to better understand others and the world.
GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficiently.				Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.
RI.1.10	PROGRESSION RI.2.10	RI.3.10	6	Collaborate with others to create new meaning.
tioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using pri-	7	Utilize digital resources to learn a share with others.
inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate,	summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	or knowledge, determining importance) to read, comprehend and analyze grade- level appropriate, complex information- al texts independently and proficiently.	8	Engage in specialized, discipline- specific literacy practices.
	ate, complex informational texts independently and proficiently. MULTIDIMENSIONALITY - RI.2.1		9	Apply high level cognitive proces to think deeply and critically abo text.
		ieni.		
Green (italic) = Compr	rehension Purple (bold) = Analysis se a variety of comprehension stra	tegies (i.e., questioning, monitoring, vis-	10	Develop a literacy identity that p motes lifelong learning.
		ning importance) to read, comprehend		motes moreng rearrang.

	Н		Interdisciplinary Literacy Practices		
	s regarding the placement of the adiness and handwriting curriculu	1	Recognize that text is anything that communicates a message.		
HW. 2.1	Introduce formation of all upper- and lowercase cursive letters.			2	Employ, develop and refine schema to understand and create text.
	HW.1.1 Legibly print all upper- and	PROGRESSION HW.2.1 Introduce formation of all up-	HW.3.1 Legibly form cursive letters, words,	3	View literacy experiences as transactional, interdisciplinary and transfor-
	lowercase letters and numerals with correct form.	per- and lowercase cursive letters.	and sentences with accepted norms.		mational. Utilize receptive and expressive lan-
				4	guage arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in 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.
		101			HOME

	Composition – Grade 2		Interdisciplinary Literacy Practices
	Text Types and Purposes	4	Recognize that text is anything that
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	1	communicates a message.
	supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not		Employ, develop and refine schema to understand and create text.
	every writing experience must utilize those digital resources.)		View literacy experiences as transac-
<u>C.2.1</u>	a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.	3	tional, interdisciplinary and transfor- mational.
	 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. 		Utilize receptive and expressive lan- guage arts to better understand self,
			others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.	6	Collaborate with others to create new meaning.
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 		Utilize digital resources to learn and share with others.
			Engage in specialized, discipline- specific literacy practices.
<u>C.2.2</u>	b. Introduce the topic.		Apply high level cognitive processes
	c. Supply information with detail to develop the topic.d. Use grade-appropriate conjunctions to develop text structure within sentences.	9	to think deeply and critically about
	e. Use grade-appropriate transitions to develop text structure across paragraphs.		text.
	f. Provide a concluding section.	40	Develop a literacy identity that pro-
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	10	motes lifelong learning.
			HOME

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

GUIDING PRINCIPLES FOR COMPOSITION Interdisciplinary 1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using **Literacy Practices** valid reasoning and relevant and sufficient evidence. Recognize that text is anything that 1 **PROGRESSION** communicates a message. C.2.1 C.1.1 C.3.1 Compose opinion pieces, using a Compose opinion pieces, using a Compose opinion pieces, using a Employ, develop and refine schema 2 combination of drawing, diccombination of writing and digital combination of writing and digito understand and create text. tal resources, on topics or texts, tating, writing and digital reresources, on topics or texts, with View literacy experiences as transacwith supporting reasons. sources, to state the topic and an supporting reasons. 3 tional, interdisciplinary and transforopinion. mational. (NOTE: Students must have the (NOTE: Students must have the (NOTE: Students must have the Utilize receptive and expressive lanopportunity throughout the year opportunity throughout the year opportunity throughout the year 4 guage arts to better understand self, to utilize digital resources, but not to utilize digital resources, but to utilize digital resources, but others and the world. every writing experience must not every writing experience not every writing experience Apply strategic practices, with utilize those digital resources.) must utilize those digital remust utilize those digital re-5 scaffolding and then independently, sources.) sources.) to approach new literacy tasks. a. With guidance and support a. With guidance and support a. With guidance and support Collaborate with others to create 6 from adults, strengthen from adults, produce writing from adults, strengthen new meaning. writing through peer collaboin which the development writing through peer collaboration and adding details and organization are approration and adding details Utilize digital resources to learn and 7 through writing and/or picpriate to task and purpose. through writing and/or picshare with others. tures as needed. tures as needed. Engage in specialized, discipline-8 b. Introduce the topic, followed b. Introduce the topic, followed b. Introduce the topic. specific literacy practices. by opinion statement, and by opinion statement, and create an organizational struccreate an organizational Apply high level cognitive processes ture. structure. 9 to think deeply and critically about text. Provide reasons with details Provide reasons with elabo-Provide reasons with details

rate details to support the

opinion.

10

Develop a literacy identity that pro-

motes lifelong learning.

HOME



to support the opinion.

to support the opinion.

PROGRESSION						Interdisciplinary
C.1	.1	C.2.1		C.3.1		Literacy Practices
d. Use grade-ap	propriate tran- c	d. Use grade-appropriate tran	- d	d. Use grade-appropriate transi-		
sitions. e. Provide a cor	cluding sec-	e. Provide a concluding section	2 0	tions. 2. Provide a concluding section.	1	Recognize that text is anything that communicates a message.
tion.		-		-	2	Employ, develop and refine schema to understand and create text.
from peers a	nd adults, de- engthen writing	 f. With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, rev 	g	 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising 	3	View literacy experiences as transactional, interdisciplinary and transformational.
vising and ed		ing and editing.	5-	and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
					5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					6	Collaborate with others to create new meaning.
					7	Utilize digital resources to learn and share with others.
					8	Engage in 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.2.1		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
J	Compose OPINION PIECES, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>eve-</u> <u>ry</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. With guidance and support from adults, 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Provide reasons with details to support the opinion. d. Use grade-appropriate TRANSITIONS.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 e. Provide a concluding section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

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

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

MULTIDIMENSIONALITY - C.2.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Interdisciplinary Literacy Practices		
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS , using writing and digital resources, to establish a topic and provide information about the topic.	1	Recognize that text is anything that communicates a message.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. https://doi.org/10.1007/j.japan.com/doi.org/1	3	View literacy experiences as transactional, interdisciplinary and transfor-	
 b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. 	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.	
 e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by plan- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	7	Utilize digital resources to learn and share with others.	
	8	Engage in 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	

	GUIDI		Interdisciplinary		
	3. Students will compose narrative	Literacy Practices			
•	technique, well-chosen details and	1	Recognize that text is anything that communicates a message.		
		PROGRESSION			communicates a message.
	C.1.3 Compose narratives, using a combination of drawing, dic-	C.2.3 Compose narratives, using writing and digital resources. to	C.3.3 Compose narratives, using writing and digital resources, to develop	2	Employ, develop and refine schema to understand and create text.
	tating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective	ources, to develop real or imag- ned experiences or multiple as, using effective technique, effective technique, descriptive	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience quences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	must utilize those digital resources.)	must utilize those digital resources.)		6	Collaborate with others to create new meaning.
	from adults, produce writing in which the development and organization are appropriate to task and purpose. from adults, produce writing in which the development and organization are appropriate to task and purpose.	from adults, produce writing in which the development and organization are appropriate	7	Utilize digital resources to learn and share with others.	
		b. Recount a single event or	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.	8	Engage in 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					Interdisciplinary		
	C.1.3		C.2.3		C.3.3		Literacy Practices
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 re-	1	Recognize that text is anything that communicates a message.
					sponse of characters to situations.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
e.		e.	Create a sense of closure.	e.	Create a sense of closure that follows the narrated experi-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
f.	With guidance and support	f.	With guidance and support	f.	ences or events. With guidance and support	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	from peers and adults, develop and strengthen writing as needed by plan-		from peers and adults, devel- op and strengthen writing as needed by planning, revising		from peers and adults, develop and strengthen writing as needed by planning, revising	6	Collaborate with others to create new meaning.
	ning, revising and editing.		and editing.		and editing.	7	Utilize digital resources to learn and share with others.
						8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.2.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
c. Include details which describe actions, thoughts, emotions.d. Use temporal words and phrases to signal event order.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	4. Students will use digital resource with others.		Literacy Practices		
		PROGRESSION		_	Recognize that text is anything that
	C.1.4	C.2.4	C.3.4	1	communicates a message.
	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use a variety of digital resources to create and publish	With guidance and support from adults, use digital resources to create and publish products as well as	2	Employ, develop and refine schema to understand and create text.
	products, including in collaboration with peers.	products, including in collaboration with peers.	to interact and collaborate with others.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - C.2.4		_	Utilize receptive and expressive lan-
	Green (italic) = Compre	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
┚	With guidance and support from a products, including in collaboration	adults, use a VARIETY OF DIGITAL RE on with peers.	SOURCES to create and publish	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		NG PRINCIPLES FOR COMPOSITION Well as more sustained research proj		6	Collaborate with others to create new meaning.
	demonstrating understanding of t	• •	cets based on rocased questions,	7	Utilize digital resources to learn and
		PROGRESSION		_	share with others.
	0 11 /	C.2.5 Conduct shared research and writing projects that build	C.3.5 Conduct short research projects that build knowledge about a topic.	8	Engage in specialized, discipline- specific literacy practices.
	and writing projects. knowledge about a topic	knowledge about a topic		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.2.5				Develop a literacy identity that pro-
	Green (italic) = Compre	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			motes lifelong learning.
	Conduct shared RESEARCH and w		HOME		

	GUI		Interdisciplinary		
	6. Students will gather relevant		Literacy Practices		
	and accuracy of each source an		literacy Practices		
	search while avoiding plagiarisr			1	Recognize that text is anything that
	PROGRESSION C.1.6 C.2.6 C.3.6				communicates a message.
	With guidance and support, collect information from real-world experiences or provided	Collect information from real-world experiences or provided sources to answer or generate questions.	Summarize information from experiences or gather information from print and digital sources; take brief	2	Employ, develop and refine schema to understand and create text.
	sources to answer or generate questions.		notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	MULTIDIMENSIONALITY - C.2.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Collect information from real-world experiences or provided sources to answer or generate questions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	IDING PRINCIPLE FOR COMPOSITIO	DN	6	Collaborate with others to create new meaning.
	7. Students will compose routing and audiences.	nely over extended and shorter time fr	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			+
	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	C.3.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.
/			time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	1AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
	(Begins in grade 3)				HOME

	Language – Grade 2		Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that	
	In writing or speaking, demonstrate appropriate use of: a. collective nouns.	1	communicates a message.	
<u>L.2.1</u>	b. frequently occurring irregular nouns.c. reflexive pronouns.d. past tense of frequently occurring irregular verbs.	2	Employ, develop and refine schema to understand and create text.	
	e. adjectives and adverbs in sentence formation. f. producing, expanding and rearranging complete simple and compound sentences.		View literacy experiences as transactional, interdisciplinary and transformational.	
<u>L.2.2</u>	 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	d. Generalize spelling patterns.e. Use reference materials to self-check and correct spelling.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Knowledge of Language		to approach new literacy tasks.	
<u>L.2.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	6	Collaborate with others to create new meaning.	
	Vocabulary Acquisition and Use		Utilize digital resources to learn and	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.		share with others.	
<u>L.2.4</u>	 a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. 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. 	8	Engage in specialized, discipline- specific literacy practices.	
		9	Apply high level cognitive processes to think deeply and critically about text.	
<u>L.2.5</u>	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely relat-	10	Develop a literacy identity that promotes lifelong learning.	
	b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related ed adjectives (e.g., thin, slender).		HOME	

GUID	ING PRINCIPLE FOR LANGUAGE			Interdisciplinary
1. Students will demonstrate comm		Literacy Practices		
writing and speaking.			'	Literacy Practices
	PROGRESSION			Recognize that text is anything that
L.1.1	L.2.1	L.3.1	1	communicates a message.
 When writing or speaking, demonstrate appropriate use of: a. common, proper and possessive nouns in a sentence. 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 subordi-	2 3 4 5 6	Employ, develop and refine schema to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn and share with others.
		nating conjunctions. i. produce simple, compound and complex sentences.	8	Engage in specialized, discipline-
M	ULTIDIMENSIONALITY - L.2.1			specific literacy practices.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT In writing or speaking, demonstrate appropriate use of: a. COLLECTIVE NOUNS.				Apply high level cognitive processes to think deeply and critically about text.
b. FREQUENTLY OCCURRING IRREGULAR NOUNS.c. REFLEXIVE PRONOUNS.d. PAST TENSE OF FREQUENTLY OCCURRING IRREGULAR VERBS.			10	Develop a literacy identity that promotes lifelong learning.
e. ADJECTIVES AND ADVERBS in ser f. producing, expanding and rearran		HOME		

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary	
2. Students will demonstrate com and spelling when writing.	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.				
	PROGRESSION			Recognize that text is anything that	
L.1.2	L.2.2	L.3.2	1	communicates a message.	
When writing:	When writing:	When writing:			
 a. Capitalize proper nouns, in- cluding but not limited to dates and names of people. 	 a. Capitalize proper nouns, including but not limited to holidays, product names, 	a. Capitalize appropriate words in titles	2	Employ, develop and refine schema to understand and create text.	
b. Demonstrate appropriate use of end punctuation.	and geographic names. b. Demonstrate appropriate	b. Use commas in addresses.c. Use commas and quotation marks in dialogue.	3	View literacy experiences as transactional, interdisciplinary and transfor-	
c. With prompting and support,	use of commas in varied	d. Use possessives.		mational.	
dates and to separate single words in a series.	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 pho- communication formats (e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives. d. Generalize spelling patterns.	 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
patterns and for frequently occurring irregular words.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
mic awareness and spelling conventions.	e. Use reference materials to self-check and correct spelling.		6	Collaborate with others to create new meaning.	
			7	Utilize digital resources to learn and share with others.	
	MULTIDIMENSIONALITY - L.2.2		8	Engage in specialized, discipline- specific literacy practices.	
Green (italic) = Compr	ehension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT		Apply high level cognitive processes	
When writing: a. Capitalize PROPER NOUNS, include NAMES.	ling but not limited to HOLIDAYS, PRO	DUCT NAMES AND GEOGRAPHIC	9	to think deeply and critically about text.	
,	COMMAS IN VARIED COMMUNICATION	ON FORMATS (e.g., letter, email, blog).			
c. Use APOSTROPHE to form CONTR		(c.g., letter, email, 510g).	10	Develop a literacy identity that pro- motes lifelong learning.	
d. Generalize SPELLING PATTERNS.	hock and correct enalling			HOME	
e. Use reference materials to self-cl	neck and correct spelling.			HOME	

		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	3. Students will apply knowledge of to make effective choices for mean		Literacy Practices		
		PROGRESSION	, ,	1	Recognize that text is anything that communicates a message.
	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.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	a. Choose words and phrases for effect.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			b. Recognize and observe differ- ences between the conventions of spoken and written Standard	4	Utilize receptive and expressive language arts to better understand self, others and the world.
•			English.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	M Green (italic) = Compre	MULTIDIMENSIONALITY - L.2.3 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare FORMAL AND INFORMAL uses of English.			9	Apply high level cognitive processes to think deeply and critically about text.
۳				10	Develop a literacy identity that promotes lifelong learning.
		118			HOME

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

		PROGRESSION			Interdisciplinary
	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, 	 d. Use knowledge of the meaning of individual words to predict the meaning of compound words. 	 d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 	1	Recognize that text is anything that communicates a message.
_	including using frequently occurring conjunctions to signal simple relationships.	Use glossaries and beginning dictionaries to determine or clarify the meaning of words	e. Acquire and use accurately grade-appropriate conversation-al, general academic, and do-	2	Employ, develop and refine schema to understand and create text.
		and phrases. f. Use words and phrases ac-	main-specific words and phrases, including those that signal spatial and temporal rela-	3	View literacy experiences as transactional, interdisciplinary and transformational.
		quired through conversations, reading and being read to, and responding to texts, including using adjectives and	tionships.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		adverbs to describe.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	l N	IULTIDIMENSIONALITY - L.2.4		6	Collaborate with others to create new meaning.
		ehension Purple (bold) = Analysis M of unknown and multiple-meaning w		7	Utilize digital resources to learn and share with others.
	reading and content, choosing fle	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 thec. Use a known ROOT WORD as ad. Use knowledge of the meaning	9	Apply high level cognitive processes to think deeply and critically about text.		
	 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. 			10	Develop a literacy identity that promotes lifelong learning.
					HOME

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary	
5. Students will demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices	
	PROGRESSION			Recognize that text is anything that	
L.1.5	L.2.5	L.3.5	1	communicates a message.	
With guidance and support from adults, demonstrate understanding of word relationships and nuances in ing of word relationships and nuances in word meanings. Demonstrate understanding of relationships and nuances in word meanings. Demonstrate understanding of relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.			
a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	Demonstrate understanding of words by relating them to their synonyms and anto- nyms.	 a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that	b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
swims; a tiger is a large cat with stripes). c. Demonstrate understanding			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
of words by relating them to their synonyms and anto- nyms.			6	Collaborate with others to create new meaning.	
 Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensi- 			7	Utilize digital resources to learn and share with others.	
ty (e.g., large, gigantic).			8	Engage in specialized, discipline- specific literacy practices.	
	MULTIDIMENSIONALITY - L.2.5		9	Apply high level cognitive processes to think deeply and critically about	
Green (italic) = Compr	rehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT		text.	
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, burl) and closely related			10	Develop a literacy identity that promotes lifelong learning.	
b. Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).				HOME	

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

	Reading Standards for Literature - Third Grade		Interdisciplinary Literacy Practices	
	Key Ideas and Details		Literacy Practices	
<u>RL.3.1</u>	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.	
<u>RL.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	2	Employ, develop and refine schema to understand and create text.	
<u>RL.3.3</u>	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.3.4</u>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those	4	guage arts to better understand self, others and the world.	
	words and phrases shape meaning.		Apply strategic practices, with	
<u>RL.3.5</u>	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.	5	scaffolding and then independently, to approach new literacy tasks.	
<u>RL.3.6</u>	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		Utilize digital resources to learn and	
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not lim-	7	share with others.	
	ited to creating mood, character and setting.		Engage in specialized, discipline-	
<u>RL.3.8</u>	(Not applicable to literature)	8	specific literacy practices.	
			Apply high level cognitive processes	
<u>RL.3.9</u>	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	9	to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity		Davidson a literary wild a 121 of the 1	
DI 2.40	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,	10	Develop a literacy identity that promotes lifelong learning.	
<u>RL.3.10</u>	comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		1	Recognize that text is anything that		
	RL.2.1	RL.3.1	RL.4.1		communicates a message.
	Ask and answer questions as who, what, where, when, why and how, and make and sup-	Ask and answer questions and make and support logical inferences to construct meaning	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	2	Employ, develop and refine schema to understand and create text.
	port logical inferences to construct meaning from the text.	from the text.	from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.3.1			Utilize receptive and expressive lan-
		prehension Purple (bold) = Analysis make and support logical inference	MAROON (CAPS) = CONTENT es to construct meaning from the text.	4	guage arts to better understand self, others and the world.
	GUIDIA	IG DRINCIDI E EOR READING LITE	PATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.			6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RL.2.2	RL.3.2	RL.4.2	7	share with others.
	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or	Analyze how the theme is reflected and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dra-	8	Engage in specialized, discipline- specific literacy practices.
	or moral, including but not limited to fables, folktales and myths from diverse cultures.	moral, including but not limited to fables, folktales and myths from diverse cultures.	mas.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.3.2				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Identify and cite relevant implicit and explicit information from a summary to determine the THEME, LES-			10	Develop a literacy identity that promotes lifelong learning.
	SON LEARNED, AND/OR MORAL VERSE CULTURES.	, including but not limited to FABLES	S, FOLKTALES, AND MYTHS FROM DI-		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.2.3	RL.3.3	RL.4.3	_	communicates a message.
	Describe how characters in a story respond to major events and challenges in order to	Describe characters in a story including but not limited to their traits, motivations, actions	Describe in depth a character's thoughts, words and/or actions, the setting, or event(s) in a story or drama,	2	Employ, develop and refine schema to understand and create text.
	make meaning of the story development.	or feelings, and how they affect the plot.	drawing on specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transactional, interdisciplinary and transfor-
		MULTIDIMENSIONALITY - RL.3.3	3		mational.
П	Green (italic) = Comp		MAROON (CAPS) = CONTENT RAITS, MOTIVATIONS, ACTIONS OR	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	FEELINGS, and how they affect t	·		5	Apply strategic practices, with scaffolding and then independently,
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		to approach new literacy tasks.
	4. Students will interpret words		ext, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and share with others.
	RL.2.4 Describe how words and	RL.3.4 Determine the meaning of	RL.4.4 Determine the meaning of words and	7	
	phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated	words and phrases as they are used in a text, distinguishing literal from nonliteral language,	phrases as they are used in a text, in- cluding but not limited to figurative language such as metaphors and simi-	8	Engage in specialized, discipline- specific literacy practices.
	lines, supply rhythm and shape meaning in a story, poem or song.	including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.	les, and describe and explain how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.3.4	4		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in a text, distinguishing LITERAL FROM NON-			10	Develop a literacy identity that promotes lifelong learning.
			RBOLES, and describe how those words		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	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.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.2.5	RL.3.5	RL.4.5	1	communicates a message.
	Describe how parts of the text contribute to the overall structure of poems, stories and dramas including but not limited to	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas in-	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear	2	Employ, develop and refine schema to understand and create text.
	linear, non-linear and circular structures.	cluding but not limited to linear, non-linear, and circular struc- tures.	and circular structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.3.	5		Utilize receptive and expressive lan-
	Green (italic) = Comp		MAROON (CAPS) = CONTENT to the overall STRUCTURE OF POEMS,	4	guage arts to better understand self, others and the world.
	· ·		INEAR AND CIRCULAR STRUCTURES.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		to approuding men interact, tustor
	6. Students will analyze how poi	int of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and share with others.
	RL.2.6	RL.3.6	RL.4.6	7	
	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a differ-	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.	8	Engage in specialized, discipline- specific literacy practices.
•	ent voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	shape the content of the text.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.3.6				Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis	· · ·	10	motes lifelong learning.
	Distinguish their own PERSPECT various PERSPECTIVES shape th		se of the characters, and describe how		HOME
		126			

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

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
	1	Recognize that text is anything that		
RL.2.9	RL.3.9	RL.4.9	_	communicates a message.
Compare/contrast two or more versions of the same story by different authors or from different cultures.	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar char-	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	2	Employ, develop and refine schema to understand and create text.
	acters.			View literacy experiences as transac-
	MULTIDIMENSIONALITY - RL.3.	9	3	tional, interdisciplinary and transformational.
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
Compare/contrast the THEMES, SETTINGS AND PLOTS of stories written by THE SAME AUTHOR ABOUT THE SAME OR SIMILAR CHARACTERS.				guage arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION		6	Collaborate with others to create new meaning.
RL.2.10	RL.3.10	RL.4.10		
By the end of the year, flexibly use a variety of comprehension strategies (i.e., question-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.
ing, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read,	monitoring, visualizing, infer- encing, summarizing, using pri- or knowledge, determining im- portance) to read, comprehend	ing, inferencing, summarizing, synthe- sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro-	8	Engage in specialized, discipline- specific literacy practices.
comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appro- priate, complex literary texts independently and proficiently.	priate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY - RL.3.10				Davidan a Banan (Marthall)
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,			10	Develop a literacy identity that promotes lifelong learning.
		mining importance) to read, compre- / TEXTS independently and proficiently.		HOME

	Reading Standards for Informational Text - Grade 3	Interdisciplinary Literacy Practices	
	Key Ideas and Details		,
<u>RI.3.1</u>	Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.3.2</u>	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.3.3</u>	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.3.4</u>	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.3.5</u>	Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.3.6</u>	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs	7	share with others.
	and side bars, contribute to the meaning and clarity of a text.		Engage in specialized, discipline-
<u>RI.3.8</u>	Describe how reasons and evidence support specific claims the author makes in a text.	8	specific literacy practices.
<u>RI.3.9</u>	Explain the relationship between information from two or more texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
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.		Develop a literacy identity that promotes lifelong learning.
<u> </u>			HOME

	GUIDING PRII	NCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
	1. Students will read closely tences from it; cite specific ten		Literacy Practices		
		1	Recognize that text is anything that		
	RI.2.1	RI.3.1	RI.4.1		communicates a message.
	Ask and answer such questions as who, what, where, when, why and how, and	Ask and answer questions, and make and support logical inferences in order to construct	Refer to details and examples in a text when explaining what the text says explicitly and when drawing infer-	2	Employ, develop and refine schema to understand and create text.
	make and support logical in- ferences to construct mean- ing from the text.	meaning from the text.	ences from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp		MAROON (CAPS) = CONTENT acces in order to construct meaning from	4	Utilize receptive and expressive language arts to better understand self, others and the world.
"	the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	2. Students will determine cent	·	development; cite specific textual eviupport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	PROGRESSION		7	Utilize digital resources to learn and
	RI.2.2	RI.3.2	RI.4.2		share with others.
	Identify implicit and explicit information from a summary to determine the central idea	Identify and cite relevant implicit and explicit information from a summary to determine	Analyze how the central ideas are re- flected in a text, and cite relevant im- plicit and explicit evidence from the	8	Engage in specialized, discipline- specific literacy practices.
	of a text.	the central idea of a text.	text.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.3.2 orehension Purple (bold) = Analysis it and explicit information from a si		10	Develop a literacy identity that pro- motes lifelong learning.
	IDEA of a text.	130	difficulty to determine the CLIVINAL		HOME

	NCIPLE FOR READING INFORMA	ATIONAL TEXT develop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.2.3	RI.3.3	RI.4.3	*	communicates a message.
Describe the connection between individuals, historical events, scientific ideas or con-	Describe the relationship be- tween individuals, a series of historical events, scientific ideas	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including	2	Employ, develop and refine schema to understand and create text.
cepts or steps in technical procedures over the course of a text.	or concepts or steps in technical procedures over the course of a text.	what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	multidimensionality - RI.3.3 rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand selections others and the world.
	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.			
4. Students will interpret words	NCIPLE FOR READING INFORMA and phrases as they are used in ings, and analyze how specific work	a text, including determining technical,	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RI.2.4	RI.3.4	RI.4.4	7	share with others.
Determine the meaning of general academic words and phrases and how those words	Determine the meaning of general academic words and phrases in a grade-level text,	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and	8	Engage in specialized, discipline- specific literacy practices.
and phrases shape meaning in a grade-level text.	and describe how those words and phrases shape meaning.	describe and explain how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.3.4			
Determine the meaning of GENE	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of GENERAL ACADEMIC WORDS AND PHRASES in a GRADE-LEVEL TEXT, and de-			Develop a literacy identity that promotes lifelong learning.
scribe how those words and phrases shape meaning.				HOME

	GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary
	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.				Literacy Practices
		PROGRESSION		_	Recognize that text is anything that
	RI.2.5	RI.3.5	RI.4.5	1	communicates a message.
	Identify and describe informational text structures, including sequence/chronological and descriptive structures,	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures,	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	2	Employ, develop and refine schema to understand and create text.
	and describe the logical con- nection between particular sentences and paragraphs in a text and how they contribute	and describe the logical con- nection between particular sen- tences and paragraphs in a text and how they contribute to the		3	View literacy experiences as transactional, interdisciplinary and transformational.
	to the overall structure.	overall structure. MULTIDIMENSIONALITY - RI.3.5		4	Utilize receptive and expressive language arts to better understand self, others and the world.
ð	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				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create new meaning.
	6. Students will analyze how poi	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			Share was curers.
	RI.2.6 Identify the main purpose of a text, including what the au-	RI.3.6 Distinguish their own perspective from that of the author of a	RI.4.6 Compare/contrast a firsthand and secondhand account of the same	8	Engage in specialized, discipline- specific literacy practices.
	thor wants to answer, explain or describe, and how that purpose shapes the content of the text.	text, and describe how various perspectives shape the content and style of a text.	event or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.3.6 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	Distinguish their own PERSPECT shape the content and style of		t, and describe how various perspectives		HOME

	NCIPLE FOR READING INFORMA	on-print forms of text found in diverse		Interdisciplinary
media and formats.	, , ,	·		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that communicates a message.
RI.2.7 Identify information gained from visuals and words in the text, and explain how that	RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs,	RI.4.7 Interpret information presented in print and non-print formats, and explain how the information contributes	2	Employ, develop and refine schema to understand and create text.
information contributes to understanding of the text.	photographs and side bars, contribute to the meaning and clarity of a text.	to an understanding of the text in which it appears.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.3.7 orehension Purple (bold) = Analysis c VISUALS, including but not limited		4	Utilize receptive and expressive language arts to better understand self, others and the world.
AND SIDE BARS, contribute to the	ne meaning and clarity of a text.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	• ,	as and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
RI.2.8	PROGRESSION RI.3.8	RI.4.8	7	Utilize digital resources to learn and share with others.
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.	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.3.8 prehension Purple (bold) = Analysis IDENCE support specific CLAIMS the	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
				HOME

GUIDING PRIF	NCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
9. Students will analyze how two or to compare the approaches the		es or topics in order to build knowledge		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.2.9	RI.3.9	RI.4.9		communicates a message.
Describe the relationship be- tween information from two or more texts on the same	Explain the relationship between information from two or more texts on the same theme or top-	Integrate information from two or more texts on the same theme or topic.	2	Employ, develop and refine schemators to understand and create text.
theme or topic.	ic.		•	View literacy experiences as transa
	MULTIDIMENSIONALITY - RI.3.9 rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transformational.
		TEXTS ON THE SAME THEME OR TOPIC.	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT 10. Students will read, comprehend and analyze complex informational texts independently and proficiently.			Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	PROGRESSION			Collaborate with others to create
RI.2.10	RI.3.10	RI.4.10	6	new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, syn-	7	Utilize digital resources to learn ar share with others.
inferencing, summarizing, us- ing prior knowledge, determin- ing importance) to read, com- prehend and analyze grade-	ing, summarizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appro-	thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational	8	Engage in specialized, discipline- specific literacy practices.
level appropriate, complex informational texts independently and proficiently.	priate, complex informational texts independently and proficiently.	texts independently and proficiently.	9	Apply high level cognitive processe to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.3.10			
	se a variety of comprehension strate	MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, visu- g importance) to read, comprehend	10	Develop a literacy identity that promotes lifelong learning.
	• •	AL TEXTS independently and proficient-		HOME

	Н	andwriting - Grade 3			Interdisciplinary Literacy Practices
	is regarding the placement of the adiness and handwriting curriculu	handwriting curriculum within the s	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 3.1	Legibly form cursive letters, wo	rds, and sentences with accepted no	orms.	2	Employ, develop and refine schema to understand and create text.
		PROGRESSION			View literacy experiences as transac-
	HW.2.1 Introduce formation of all upper- and lowercase cursive	HW.3.1 Legibly form cursive letters,		3	tional, interdisciplinary and transfor- mational.
	letters.	words, and sentences with accepted norms.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in 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 3		Interdisciplinary Literacy Practices
	Text Types and Purposes	1	Recognize that text is anything that
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	<u> </u>	communicates a message.
	supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.
	every writing experience must utilize those digital resources.)		View literacy experiences as transac-
<u>C.3.1</u>	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	tional, interdisciplinary and transfor- mational.
	b. Introduce the topic, followed by opinion statement, and create an organizational structure.	4	Utilize receptive and expressive lan- guage arts to better understand self,
	c. Provide reasons with elaborate details to support the opinion.d. Use grade-appropriate transitions.	_	others and the world.
	e. Provide a concluding section.		Apply strategic practices, with
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	5	scaffolding and then independently, to approach new literacy tasks.
	Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.	6	Collaborate with others to create new meaning.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	7	Utilize digital resources to learn and share with others.
	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.3.2</u>	 Introduce a topic and group related information together; include illustrations when useful to aid- ing comprehension. 		Apply high level cognitive processes
	c. Develop the topic with facts, definitions and details.	9	to think deeply and critically about
	d. Use grade-appropriate conjunctions to develop text structure within sentences.		text.
	e. Use grade-appropriate transitions to develop text structure across paragraphs.	10	Develop a literacy identity that pro-
	f. Provide a concluding section. g. With guidance and support from peers and adults, develop and strengthen writing as needed by	10	motes lifelong learning.
	planning, revising and editing.		HOME

	Composition – Grade 3		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.	1	communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>C.3.3</u>	b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	一	Apply strategic practices, with
	d. Use temporal words and phrases to signal event order.e. Create a sense of closure that follows the narrated experiences or events.	5	scaffolding and then independently, to approach new literacy tasks.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	Production and Distribution		Utilize digital resources to learn and
<u>C.3.4</u>	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7	share with others.
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-
C.3.5	Conduct short research projects that build knowledge about a topic.		specific literacy practices.
<u>C.3.3</u>	Conduct short research projects that balla knowledge about a topic.		Apply high level cognitive processes
<u>C.3.6</u>	Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate	9	to think deeply and critically about text.
	categories.	10	Develop a literacy identity that pro-
	Range of Writing	10	motes lifelong learning.
<u>C.3.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

>	valid reasoning and relevant and s	ufficient evidence.	υ το		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.2.1	C.3.1	C.4.1		
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts,	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's per-	2	Employ, develop and refine schema to understand and create text.
	with supporting reasons.	supporting reasons.	spective with reasons and information.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital re-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	must utilize those digital resources.) a. With guidance and support	utilize those digital resources.) a. With guidance and support	sources.) a. Produce clear and coherent	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	from adults, strengthen writing through peer collaboration and adding details through writing and/or pic-	from adults, produce writing in which the development and organization are appropriate to task and purpose.	writing in which the develop- ment and organization are appropriate to task, purpose and audience.	6	Collaborate with others to create new meaning.
	tures as needed. b. Introduce the topic, fol-	b. Introduce the topic, followed	b. Introduce a topic or text	7	Utilize digital resources to learn and share with others.
	lowed by opinion statement, and create an organizational structure.	by opinion statement, and create an organizational structure.	clearly, state an opinion and create an organizational structure in which related ideas are grouped to support	8	Engage in specialized, discipline- specific literacy practices.
	c. Provide reasons with details to support the opinion.	c. Provide reasons with elabo- rate details to support the opinion.	the writer's purpose. c. Provide reasons that are supported by facts and details.	9	Apply high level cognitive processes to think deeply and critically about text.
		эринот.		10	Develop a literacy identity that promotes lifelong learning.
					HOME

Interdisciplinary

		PROGRESSION			Interdisciplinary
	C.2.1	C.3.1	C.4.1		Literacy Practices
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transi- tions.	d. Use grade-appropriate transitions.	1	Recognize that text is anything that communicates a message.
7	e. Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
	f. With guidance and support from peers and adults, develop and strengthen writing	f. With guidance and support from peers and adults, develop and strengthen writing as	f. With guidance and support from peers and adults, develop and strengthen writing as	3	View literacy experiences as transactional, interdisciplinary and transformational.
	as needed by planning, revis- ing and editing.	needed by planning, revising and editing.	needed by planning, revising, editing and rewriting.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in 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.3.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Interdisciplinary
			Literacy Practices
	Compose OPINION PIECES, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	A. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	B. Introduce the topic, followed by opinion statement, and create an organizational structure.		mational.
	C. Provide reasons with elaborate details to support the opinion.	4	Utilize receptive and expressive language arts to better understand self,
	D. Use grade-appropriate TRANSITIONS.		others and the world.
	E. Provide a concluding section.F. With guidance and support from peers and adults, develop and strengthen writing as needed by plan-	5	Apply strategic practices, with scaffolding and then independently,
	ning, revising and editing.		to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in 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

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

			PROGRESSION				Interdisciplinary
	C.2.2		C.3.2		C.4.2		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
d.	Use grade-appropriate con-	d.	Use grade-appropriate con-	d.	·	2	Employ, develop and refine schema to understand and create text.
	junctions to develop text structure within sentences.		junctions to develop text structure within sentences.		tions to develop text structure within sentences.	3	View literacy experiences as transactional, interdisciplinary and transformational.
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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				f.	Use precise language and do- main-specific vocabulary to inform about or explain the	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f.	Provide a concluding sec-	f.	Provide a concluding sec-	_	topic.	6	Collaborate with others to create new meaning.
	tion.		tion.	g.	Provide a concluding section.	7	Utilize digital resources to learn and share with others.
g.	With guidance and support from peers and adults, develop and strengthen writing as needed by plan-	g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, re-	h.	With guidance and support from peers and adults, develop and strengthen writing as	8	Engage in specialized, discipline- specific literacy practices.
	ning, revising and editing.		vising and editing.		needed by planning, revising, editing and rewriting.	9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

	MULTIDIMENSIONALITY - C.3.2		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
_			Theracy i factices
	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and provide information.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	b. Introduce a topic, and group related information together; include illustrations when useful to aiding		mational.
	comprehension. C. Develop the topic with facts, definitions and details.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.		Apply strategic practices, with
	e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.	5	scaffolding and then independently,
	f. Provide a concluding section.		to approach new literacy tasks.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in 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

GUIDI 3. Students will compose narrat		Interdisciplinary Literacy Practices		
effective technique, well-chose	n details and well-structured even	t sequences.	1	Recognize that text is anything that communicates a message.
C.2.3	PROGRESSION C.3.3	C.4.3		communicates a message.
Compose narratives, using writing and digital resources, to	Compose narratives, using writing and digital resources, to	Compose narratives, using a writing and digital resources, to	2	Employ, develop and refine schema to understand and create text.
develop real or imagined experiences or multiple events or ideas, using effective technique,	develop real or imagined experi- ences or multiple events or ide- as, using effective technique,	develop real or imagined experi- ences or multiple events or ideas, using effective technique, descrip-	3	View literacy experiences as transactional, interdisciplinary and transformational.
descriptive details and clear sequences.	descriptive details and clear sequences.	tive details and clear sequences.	4	Utilize receptive and expressive language arts to better understand selforthers and the world.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience	NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must uti-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
must utilize those digital resources.)	must utilize those digital resources.)	lize those digital resources.)	6	Collaborate with others to create new meaning.
With guidance and support from adults, produce writing	With guidance and support from adults, produce writing	Produce clear and coherent writing in which the develop-	7	Utilize digital resources to learn and share with others.
in which the development and organization are appropriate to task and purpose.	in which the development and organization are appropriate to task and purpose.	ment and organization are apportate to task, purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
b. Recount a single event or multiple events, memories or	b. Establish a situation, and introduce a narrator and/or	b. Orient the reader by establish- ing a situation and introducing	9	Apply high level cognitive processes to think deeply and critically about text.
ideas.	characters; organize an event sequence that reflects linear, non-linear and/or circular structure.	a narrator and/or characters; organize an event sequence that reflects linear, non-linear and circular structure.	10	Develop a literacy identity that promotes lifelong learning.

HOME



			PROGRESSION				Interdisciplinary
	C.2.3		C.3.3		C.4.3		Literacy Practices
c.	Include details which describe actions, thoughts, emotions.	c.	of actions, thoughts and feel- ings to develop experiences and events or show the re-	C.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	1	Recognize that text is anything that communicates a message.
d.	Use temporal words and	d.	sponse of characters to situations. Use temporal words and	d.	Use a variety of conjunctions	2	Employ, develop and refine schema to understand and create text.
u.	phrases to signal event order.	u.	phrases to signal event order.	u.	and transitional words and phrases to manage the sequence of events.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				e.	Use concrete words and phrases and sensory details to convey experiences and events precise-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e.	Create a sense of closure.	e.	Create a sense of closure that follows the narrated experi-	f.	Provide a conclusion that follows the narrated experiences	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f.	With guidance and support from peers and	f.	ences or events. With guidance and support from peers and adults, devel-	g.	or events. With guidance and support from peers and adults, develop and	6	Collaborate with others to create new meaning.
	adults, develop and strengthen writing as needed by planning, revis-		op and strengthen writing as needed by planning, revising and editing.		strengthen writing as needed by planning, revising editing, and rewriting.	7	Utilize digital resources to learn and share with others.
	ing and editing.					8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

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

	GUIE	Interdisciplinary			
	4. Students will use digital resour with others.		Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	C.2.4	C.3.4	C.4.4	1	communicates a message.
	With guidance and support from adults, use a variety of digital resources to create and publish	adults, use digital resources to create and publish products as	With some guidance and support from adults, use digital resources to create and publish products as well	2	Employ, develop and refine schema to understand and create text.
	products, including in collaboration with peers.	well as to interact and collabo- rate with others.	as to interact and collaborate with others.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - C.3.4			Utilize receptive and expressive lan-
	Green (italic) = Comp	4	guage arts to better understand self, others and the world.		
	With guidance and support from adults, use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUID	6	Collaborate with others to create		
	5. Students will conduct short as		new meaning.		
	demonstrating understanding of the subject under investigation.				Utilize digital resources to learn and
	PROGRESSION				share with others.
	C.2.5 Conduct shared research and writing projects that build	C.3.5 Conduct short research projects that build knowledge about a top-	C.4.5 Conduct short research projects that build knowledge through inves-	8	Engage in specialized, discipline- specific literacy practices.
	knowledge about a topic.	ic.	tigation of different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about text.
_	Green (italic) = Compi	10	Develop a literacy identity that promotes lifelong learning.		
	Conduct short RESEARCH projects that build knowledge about a topic.				HOME

GUIE	N		Interdisciplinary		
6. Students will gather relevant					
and accuracy of each source and integrate the information for the purposes of analysis, reflection and				Literacy Practices	
research while avoiding plagiari	research while avoiding plagiarism.				
C.2.6	PROGRESSION C.3.6 C.4.6		1	communicates a message.	
Collect information from real- world experiences or provid- ed sources to answer or gen-	Summarize information from experiences or gather information from print and digital sources;	Summarize relevant information from experiences or gather relevant information from various	2	Employ, develop and refine schema to understand and create text.	
erate questions.	take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories. MULTIDIMENSIONALITY - C.3.6	print and digital sources; take notes, categorize information and provide a list of sources.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
			4	Utilize receptive and expressive language arts to better understand self, others and the world.	
Green (italic) = Comp	prehension Purple (bold) = Analysis M Apperiences or gather information from			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
ries. GUIE	DING PRINCIPLE FOR COMPOSITIO	N	6	Collaborate with others to create new meaning.	
7. Students will compose routing es and audiences.	nely over extended and shorter time f	rames for a variety of tasks, purpos-	7	Utilize digital resources to learn and share with others.	
	PROGRESSIONS				
C.2.7 (Begins in grade 3)	C.3.7 Compose routinely over extended	C.4.7 Compose routinely over extended	8	Engage in specialized, discipline- specific literacy practices.	
	time frames and shorter time frames for a variety of tasks, purposes and audiences.	time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - C.3.8 prehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. 148				HOME	

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

	GUID		Interdisciplinary		
	Students will demonstrate comm writing and speaking.	ا	Literacy Practices		
	PROGRESSION			_	Recognize that text is anything that
	L.2.1	L.3.1	L.4.1	1	communicates a message.
	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	c. reflexive pronouns. d. past tense of frequently occurring irregular verbs. e. adjectives and adverbs in sen-	 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. 	 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 runons. g. Use frequently confused words, such as to, too, two; there, their, they're. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
/	tence formation. f. producing, expanding and rearranging complete simple and compound sentences.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	M l Green (italic) = Compreh	ULTIDIMENSIONALITY - L.3.1 nension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
đ	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.				Apply high level cognitive processes to think deeply and critically about text.
	 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 depend- 			10	Develop a literacy identity that promotes lifelong learning.
	ing on what is to be modified. h. Use COORDINATING AND SUBORDINATING CONJUNCTIONS. i. Produce SIMPLE, COMPOUND AND COMPLEX SENTENCES. 150				HOME

	GUI		Interdisciplinary			
	2. Students will demonstrate comand spelling when writing.		Literacy Practices			
		PROGRESSION			Recognize that text is anything that	
	L.2.2	L.3.2	L.4.2	1	communicates a message.	
	When writing: a. Capitalize proper nouns, including but not limited to holidays, product names and	When writing: a. Capitalize appropriate words in titles.	When writing: a. Demonstrate appropriate use of capitalization rules.	2	Employ, develop and refine schema to understand and create text.	
	geographic names. b. Demonstrate appropriate use of commas in varied communication formats	b. Use commas in addresses.c. Use commas and quotation marks in dialogue.	b. Use commas and quotation marks to indicate direct speech and quotations for a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	(e.g., letter, email, blog). c. Use apostrophe to form contractions and possessives.	 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. 	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	d. Generalize spelling patterns.e. Use reference materials to self-check and correct			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	spelling.	g. Consult reference materials as needed to check and correct spellings.		6	Collaborate with others to create new meaning.	
		MULTIDIMENSIONALITY - L.3.2 Tehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.	
l	When writing: a. Capitalize APPROPRIATE WOR	DS IN TITLES.		8	Engage in specialized, discipline- specific literacy practices.	
	b. Use COMMAS IN ADDRESSES.c. Use COMMAS AND QUOTATIONd. Use POSSESSIVES.	9	Apply high level cognitive processes to think deeply and critically about text.			
	e. Use conventional spelling for HIGH-FREQUENCY WORDS WHERE SUFFIXES ARE ADDED TO BASE WORDS.			10	Develop a literacy identity that pro- motes lifelong learning.	
	f. Use spelling patterns and gen	•			HOME	
	g. Consult reference materials as needed to check and correct spellings.				HOME	

	GUII		Interdisciplinary		
	3. Students will apply knowledge to make effective choices for mea		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	L.2.3	L.3.3	L.4.3		,
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	 a. Compare formal and informal uses of English. 	a. Choose words and phrases for effect.b. Recognize and observe	 a. Choose words and phrases to convey ideas precisely. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
/		differences between the conventions of spoken and	b. Choose punctuation for effect.c. Differentiate between formal and informal discourse	4	Utilize receptive and expressive language arts to better understand self, others and the world.
			patterns based on context.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
	IV Green (italic) = Compre	MULTIDIMENSIONALITY - L.3.3 Schension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
┚	Use knowledge of language and it a. Choose words and phrases for e	9	Apply high level cognitive processes to think deeply and critically about text.		
	ENGLISH.	ces between the conventions of	STOREWARD WITHER STANDARD	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.

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

Interdisciplinary

Literacy Practices

Recognize that text is anything that

		PROGRESSION			Interdisciplinary	
	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. 	 d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. 	 d. Acquire and use accurately grade-appropriate general aca- demic and domain-specific words and phrases, including 	1	Recognize that text is anything that communicates a message.	
/	e. Use glossaries and begin- ning dictionaries to deter-	e. Acquire and use accurately grade-appropriate conversa-	those that signal precise ac- tions and that are basic to a particular topic.	2	Employ, develop and refine schema to understand and create text.	
	mine or clarify the meaning of words and phrases. f. Use words and phrases ac-	tional, general academic and domain-specific words and phrases, including those that		3	View literacy experiences as transactional, interdisciplinary and transformational.	
	quired through conversa- tions, reading and being read to, and responding to	signal spatial and temporal relationships.		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	texts, including using adjec- tives and adverbs to de- scribe.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	M Green (italic) = Compre	ULTIDIMENSIONALITY - L.3.4 hension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	6	Collaborate with others to create new meaning.	
	Determine or clarify the meaning o	ords and phrases based on grade 3	7	Utilize digital resources to learn and share with others.		
	a. Use SENTENCE-LEVEL CONTEX	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.				
	c. Use a known ROOT WORD as a d. Use glossaries or beginning did					
	e. Acquire and use accurately GF MAIN-SPECIFIC words and phr	 phrases. Acquire and use accurately GRADE-APPROPRIATE CONVERSATIONAL, GENERAL ACADEMIC AND DO-MAIN-SPECIFIC words and phrases, including THOSE THAT SIGNAL SPATIAL AND TEMPORAL RELA- 			Develop a literacy identity that promotes lifelong learning.	
	TIONSHIPS.				HOME	

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary	
5. Students will demonstrate und	5. Students will demonstrate understanding of word relationships and nuances in word meanings.				
L.2.5	PROGRESSION L.3.5	L.4.5	1	Recognize that text is anything that communicates a message.	
Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.	
a. Demonstrate understanding of words by relating them to their synonyms and anto-	a. Distinguish the literal and nonliteral meanings of words and phrases in son	ings. a. Explain the meaning of simple similes and metaphors in contact.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
nyms. b. Distinguish the shades of meaning among closely re-	text. of b. Demonstrate understanding y re- of words by relating them to their synonyms and anto-nyms.	 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
lated verbs (e.g., toss, throw, hurl) and closely re- lated adjectives (e.g., thin,			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
slender).			6	Collaborate with others to create new meaning.	
			7	Utilize digital resources to learn and share with others.	
	MULTIDIMENSIONALITY - L.3.5	AROON (CAPS) – CONTENT	8	Engage in specialized, discipline- specific literacy practices.	
Demonstrate understanding of w	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 S g among RELATED WORDS THAT DES	YNONYMS and ANTONYMS.	10	Develop a literacy identity that promotes lifelong learning.	
	155			HOME	

	Reading Foundational Skills – Grade 4		Interdisciplinary Literacy Practices	
	Print Concepts			
DE 4.1	No Deading Secondaria de de Consente de		Recognize that text is anything that communicates a message.	
RF.4.1	No Reading Foundational standard 1 for grade 4.	2	Employ, develop and refine schema to understand and create text.	
	Phonological Awareness		View literacy experiences as transac-	
	No Phonological Awareness standard for grade 4.		tional, interdisciplinary and transformational.	
RF.4.2			Utilize receptive and expressive language arts to better understand self, others and the world.	
	Phonics and Word Recognition		Apply strategic practices, with	
	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words.		scaffolding and then independently, to approach new literacy tasks.	
RF.4.3			Collaborate with others to create new meaning.	
	Flooring		Utilize digital resources to learn and	
	Fluency	7	share with others.	
	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. a. Read grade-level text with purpose and understanding.	8	Engage in specialized, discipline- specific literacy practices.	
RF.4.4	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.	9	Apply high level cognitive processes to think deeply and critically about text.	
			Develop a literacy identity that promotes lifelong learning.	
			HOME	

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

	GUIDIN	G PRINCIPLE FOR READING LITER	RATURE		Interdisciplinary
	1. Students will read closely to ences from it; cite specific tex		Literacy Practices		
		1	Recognize that text is anything that		
	RL.3.1	RL.4.1	RL.5.1	1	communicates a message.
/	Ask and answer questions, and make and support logical 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	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	2	Employ, develop and refine schema to understand and create text.
	nom the text.	text.	the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.4.1		3	tional, interdisciplinary and transfor-
		rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
┚	REFER TO DETAILS AND EXAMPLE inferences from the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	GUIDIN	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
			lyze their development; cite specific ons, to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.3.2 Identify and cite relevant im-	RL.4.2 Analyze how the theme is re-	RL.5.2 Analyze how the theme is reflected	7	share with others.
7	plicit and explicit information from a summary to determine the theme, lesson learned	flected, and cite relevant implicit and explicit evidence from the text, including but not limited to	in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evi-	8	Engage in specialized, discipline- specific literacy practices.
	and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	poems, stories and dramas.	dence to support thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.4.2			
	Green (italic) = Comp Analyze how the THEME is reflect		MAROON (CAPS) = CONTENT explicit evidence from the text, includ-	10	Develop a literacy identity that promotes lifelong learning.
	ing but not limited to poems, stories and dramas.				HOME

	GUIDING	6 PRINCIPLE FOR READING LITERA	TURE		Interdisciplinary
	3. Students will analyze how and a text.		Literacy Practices		
		4	Recognize that text is anything that		
	RL.3.3	RL.4.3	RL.5.3	1	communicates a message.
	Describe characters in a story, including but not limited to their traits, motivations actions, or feelings, and how they affect	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific de-	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interaction over the course of	2	Employ, develop and refine schema to understand and create text.
	the plot.	tails to analyze their interaction over the course of the text.	the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - RL.4.3			Utilize receptive and expressive lan-
J	Green (italic) = Compr Describe in depth a CHARACTER'S	4	guage arts to better understand self, others and the world.		
	RY OR DRAMA, drawing on specific details to analyze their interaction over the course of the text. GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		nd phrases as they are used in a text, ngs, and analyze how specific word ch		6	Collaborate with others to create new meaning.
		PROGRESSION		-	
	RL.3.4 Determine the meaning of	RL.4.4 Determine the meaning of words	RL.5.4 Determine the meaning of words	7	Utilize digital resources to learn and share with others.
	words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idi-	and phrases as they are used in a text, including but not limited to figurative language such as meta- phors and similes, and describe	and phrases as they are used in a ext, including but not limited to surative language such as metators and similes, and describe and explain how those words and phrases shape meaning.	8	Engage in specialized, discipline- specific literacy practices.
Y	oms and hyperboles, and describe how those words and phrases shape meaning.	and explain how those words and phrases shape meaning.		9	Apply high level cognitive processes to think deeply and critically about text.
		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 FIG-				Develop a literacy identity that promotes lifelong learning.
	URATIVE LANGUAGE such as MET phrases shape meaning.	APHORS and SIMILES, and describe a	nd explain how those words and		HOME
		159			

	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	5. Students will analyze the strutions of the text relate to each o		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.3.5	RL.4.5	RL.5.5	_	communicates a message.
	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories, and dramas, including but not	Analyze and explain the overall structure of poems, stories, and dramas in two or more texts including but not limited to linear, nonlinear and circu-	2	Employ, develop and refine schema to understand and create text.
	and dramas, including but not limited to linear, nonlinear and circular structures.	limited to linear, nonlinear and circular structures.	lar structures.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIIMENSIONALITY - RL.4. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.
♬	Analyze the overall STRUCTURE DRAMAS, including but not limit	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		G PRINCIPLE FOR READING LITE		6	Collaborate with others to create new meaning.
	6. Students will analyze how poi	nt of view, perspective and purpose PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RL.3.6	RL.4.6	RL.5.6		share with others.
	Distinguish their own perspective from that of the narrator	Compare/contrast the point of view of first and third person	Describe how a narrator's or speaker's perspective influences how events are	8	Engage in specialized, discipline- specific literacy practices.
	and describe how various perspectives shape the content of the text.	ectives shape the content	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.4.0	6		Develop a literacy identity that pro-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	Compare/contrast the POINT O reader.	F VIEW of first and third person nar	rrators and the effect they have on the		HOME

GUIDIN	NG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
7. Students will integrate and every media and formats.	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			
	PROGRESSION		1	Recognize that text is anything that
RL.3.7	RL.4.7	RL.5.7		communicates a message.
Explain how the specific aspects of a text's illustrations contribute to an effect, in-	Make connections between the text of a story or drama and a visual or oral presentation, in-	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	2	Employ, develop and refine schema to understand and create text.
cluding but not limited to creating mood, character and setting.	cluding making connections with what they "see" and "hear" when reading the text to		3	View literacy experiences as transactional, interdisciplinary and transformational.
	what they perceive when they listen or watch.		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
	MULTIDIMENSIONALITY - RL.4.7 prehension Purple (bold) = Analysis e TEXT OF A STORY OR DRAMA AND		5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
	vith what they "see" and "hear" who	en reading the text to what they per-	6	Collaborate with others to create new meaning.
	NG PRINCIPLE FOR READING LITE		7	Utilize digital resources to learn and share with others.
validity, reasoning, relevance an		ns and evidence in a text, assessing the	8	Engage in specialized, discipline- specific literacy practices.
RL.3.8	RL.4.8	RL.5.8		Apply high level cognitive processes
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	9	to think deeply and critically about text.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.4.8 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
(Not applicable to literature)				

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9. Students will analyze how two knowledge or to compare the a		Literacy Practices		
	PROGRESSION		1	Recognize that text is anything that
RL.3.9	RL.4.9	RL.5.9	_	communicates a message.
Compare/contrast the themes, settings and plots of stories written by the same author about the same or	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cul-	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	2	Employ, develop and refine schema to understand and create text.
similar characters.	tures.			View literacy experiences as transac-
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.4.	MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
Compare/contrast THEMES, TO LITERATURE FROM DIFFERENT (4	Utilize receptive and expressive language arts to better understand self, others and the world.		
10. Students will read, compreh	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	PROGRESSION		_	Collaborate with others to create new meaning.
RL.3.10	RL.4.10	RL.5.10	6	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthe-	7	Utilize digital resources to learn and share with others.
inferencing, summarizing, us- ing prior knowledge, deter- mining importance) to read, comprehend and analyze	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend and analyze grade-	sizing, using prior knowledge, deter- mining importance) to read, compre- hend and analyze grade-level appro- priate, complex literary texts inde-	8	Engage in specialized, discipline- specific literacy practices.
grade-level appropriate, com- plex literary texts inde- pendently and proficiently.	level appropriate, complex liter- ary texts independently and proficiently.	pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.4.1	.0		text.
By the end of the year, flexibly u		itegies (i.e., questioning, monitoring,	10	Develop a literacy identity that promotes lifelong learning.
	· · · · · · · · · · · · · · · · · · ·	wledge, determining importance) to PLEX LITERARY TEXTS independently		HOME

	Reading Standards for Informational Texts - Grade 4		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
<u>RI.4.1</u>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.4.2</u>	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	2	Employ, develop and refine schema to understand and create text.
<u>RI.4.3</u>	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.4.4</u>	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
<u>RI.4.5</u>	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.4.6</u>	Compare/contrast a firsthand and secondhand account of the same event or topic.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.4.7</u>	Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears.	7	Utilize digital resources to learn and share with others.
<u>RI.4.8</u>	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.4.9</u>	Integrate information from two or more texts on the same theme or topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
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 im-	10	Develop a literacy identity that promotes lifelong learning.
111.4.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

1. Students will read closely to d	determine what the text says explicate to support conclusions drawn from	itly and to make logical inferences from		Interdisciplinary Literacy Practices
RI.3.1	PROGRESSION RI.4.1	RI.5.1	1	Recognize that text is anything that communicates a message.
Ask and answer questions, and make and support logical inferences in order to con-	Refer to details and examples in a text when explaining what the text says explicitly and when	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from	2	Employ, develop and refine schema to understand and create text.
struct meaning from the text.	drawing inferences from the text.	the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp		1 MAROON (CAPS) = CONTENT the text says explicitly and when draw-	4	Utilize receptive and expressive language arts to better understand selections others and the world.
Ing inferences from the text.	ing inferences from the text.			
2. Students will determine centr		development; cite specific textual evipport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
RI.3.2	PROGRESSION RI.4.2	RI.5.2	7	Utilize digital resources to learn and share with others.
Identify and cite relevant implicit and explicit information from a summary to determine	Analyze how the central ideas are reflected in a text, and cite	Analyze how the central ideas are re- flected in a text, and cite relevant im-	8	Engage in specialized, discipline- specific literacy practices.
the central idea of a text.		plicit and explicit evidence to support thinking.	9	Apply high level cognitive processes to think deeply and critically about text.
<u></u>	MULTIDIMENSIONALITY - RI.4.3 orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
Analyza haw the CENTRAL IDEA	S are reflected in a text, and cite r	alavantinanlisit and avalisit avidance		

		NCIPLE FOR READING INFORMA	develop and interact over the course of		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.3.3	RI.4.3	RI.5.3	*	communicates a message.
	Describe the relationship be- tween individuals, a series of historical events, scientific	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical tout including what have	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific	2	Employ, develop and refine schema to understand and create text.
	ideas or concepts or steps in technical procedures over the course of a text.	nical text, including what hap- pened and why, based on spe- cific information over the course of a text.	or technical text based on specific information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.4.3	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
J	Explain the INDIVIDUALS, EVENT TECHNICAL TEXT, including whatext.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	4. Students will interpret words	ATIONAL TEXT ext, including determining technical,	6	Collaborate with others to create new meaning.	
	connotative and figurative mear	nings, and analyze how specific wor	rd choices shape meaning or tone.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text,	RI.4.4 Determine the meaning of general academic and domain-	RI.5.4 Determine the meaning of general academic and domain-specific words	8	Engage in specialized, discipline- specific literacy practices.
	and describe how those words and phrases shape meaning.	specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.4	1		Develop a literacy identity that pro-
	` , , ,	prehension Purple (bold) = Analysis	` '	10	motes lifelong learning.
		ERAL ACADEMIC AND DOMAIN-SPE xplain how those words and phras	CIFIC WORDS OR PHRASES in a GRADE- es shape meaning.		HOME

		NCIPLE FOR READING INFORMA			Interdisciplinary
	tions of the text relate to each of		ic sentences, paragraphs and larger por-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.3.5	RI.4.5	RI.5.5	_	communicates a message.
	Identify and describe informational text structures, including comparison, cause/effect	Describe the overall structure, in a text or part of the text, the author uses to organize the	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.	2	Employ, develop and refine schema to understand and create text.
	and problem/solution struc- tures, and describe the logical connection between particu- lar sentences and paragraphs	events, ideas, concepts or information.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	in a text and how they contribute to the overall structure.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
╛	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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	, ,	NCIPLE FOR READING INFORMA	ATIONAL TEVT	6	Collaborate with others to create new meaning.
			e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
		PROGRESSION			Engage in specialized, discipline-
	RI.3.6	RI.4.6	RI.5.6	8	specific literacy practices.
	Distinguish their own 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.	9	Apply high level cognitive processes to think deeply and critically about text.
	,	MULTIDIMENSIONALITY - RI.4.6 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	, , , ,	O AND SECONDHAND ACCOUNT of	` '		HOME

media and formats. RI.3.7		non-print forms of text found in diverse	1	
				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
tale of the second second state from the second	RI.4.7		communicates a message.	
Identify and explain how specific visuals, including but not limited to diagrams, graphs,	Interpret information present- ed in print and non-print for- mats, and explain how the in-	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer	2	Employ, develop and refine schema to understand and create text.
photographs and side bars, contribute to the meaning and clarity of a text.	formation contributes to an understanding of the text in which it appears.	to a question quickly or to solve a problem efficiently.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Co	MULTIDIMENSIONALITY - RI.4. mprehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand selections others and the world.
Interpret information presente tributes to an understanding	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.		
	RINCIPLE FOR READING INFORMA	ATIONAL TEXT as and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
validity, reasoning, relevance a		is and evidence in a text, assessing the		Utilize digital resources to learn and share with others.
	PROGRESSION		7	
RI.3.8 Describe how reasons and evidence support specific	RI.4.8 Explain how an author uses reasons and evidence to support	RI.5.8 Explain how an author uses reasons and evidence to support particular	8	Engage in specialized, discipline- specific literacy practices.
claims the author makes in a text.	particular claims the author makes in a text.	claims in a text, identifying which reasons and evidence support which claim (s).	9	Apply high level cognitive processes to think deeply and critically about text.
Croon (italia) = Co	MULTIDIMENSIONALITY - RI.4.		10	Develop a literacy identity that promotes lifelong learning.
• '		articular CLAIMS the author makes in a		HOME

	GUIDING PR	INCIPLE FOR READING INFORMA	TIONAL TEXT		Interdisciplinary
	9. Students will analyze how tw knowledge or to compare the a		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.3.9	RI.4.9	RI.5.9		communicates a message.
	Explain the relationship be- tween information from two or more texts on the same	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
	theme or topic.				View literacy experiences as transac-
	Cross (italia) Coro	MULTIDIMENSIONALITY - RI.4.9	MADOON (CADS) CONTENT	3	tional, interdisciplinary and transformational.
┚		Orehension Purple (bold) = Analysis O OR MORE TEXTS ON THE SAME TH		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	GUIDING PR 10. Students will read, comprehe	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	PROGRESSION			_	Collaborate with others to create
	RI.3.10	RI.4.10	RI.5.10	6	new meaning.
	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, symbolizing, comparizing, symbolizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, de-	7	Utilize digital resources to learn and share with others.
	using prior knowledge, deter- mining importance) to read, comprehend and analyze	ing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-	termining importance) to read, com- prehend and analyze grade-level ap- propriate, complex informational	8	Engage in specialized, discipline- specific literacy practices.
	grade-level appropriate, com- plex informational texts inde- pendently.	level appropriate, complex infor- mational texts independently and proficiently.	texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.4.10			ient.
♬	By the end of the year, flexibly u	prehension Purple (bold) = Analysis use a variety of comprehension strate g, synthesizing, using prior knowledg	egies (i.e., questioning, monitoring, visu-	10	Develop a literacy identity that promotes lifelong learning.
	comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.				HOME

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

	Composition – Grade 4	Interdisciplinary Literacy Practices		
	Text Types and Purposes		Recognize that text is anything that	
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	1	communicates a message.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<u>C.4.3</u>	 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 		Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			Collaborate with others to create new meaning.	
	planning, revising, editing and rewriting. Production and Distribution	7	Utilize digital resources to learn and share with others.	
<u>C.4.4</u>	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	8	Engage in specialized, discipline- specific literacy practices.	
<u>C.4.5</u>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about	
<u>C.4.6</u>	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.	10	text. Develop a literacy identity that pro-	
	Range of Writing		motes lifelong learning.	
<u>C.4.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

GUIDING PRINCIPLE FOR COMPOSITION



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

	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.3.1	C.4.1	C.5.1		-
Compose opinion pieces, using a combination of writing and digital resources, on topics or texts,	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	2	Employ, develop and refine schema to understand and create text.
with supporting reasons.	perspective with reasons and information.	writer's perspective with reasons and information.	3	View literacy experiences as transactional, interdisciplinary and transformational.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	4	Utilize receptive and expressive language arts to better understand self, others and the world.
not <u>every</u> writing experience must utilize those digital re- sources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	<u>every</u> writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
With guidance and support from adults, produce writing in which the development	Produce clear and coherent writing in which the devel- opment and organization	 a. Produce clear and coherent writing in which the develop- ment and organization are ap- 	6	Collaborate with others to create new meaning.
and organization are appropriate to task and purpose.	are appropriate to task, purpose and audience.	propriate to task, purpose,and audience.	7	Utilize digital resources to learn and share with others.
 Introduce the topic, followed by opinion statement, and create an organizational 	b. Introduce a topic or text clearly, state an opinion and create an organizational	 b. Introduce a topic or text clear- ly, state an opinion and create an organizational structure in 	8	Engage in specialized, discipline- specific literacy practices.
structure.	structure in which related ideas are grouped to support the writer's purpose.	which ideas are logically grouped to support the writer's purpose.	9	Apply high level cognitive processes to think deeply and critically about text.
c. Provide reasons with elaborate details to support the	c. Provide reasons that are supported by facts and de-	c. Provide logically ordered reasons that are supported by	10	Develop a literacy identity that promotes lifelong learning.
opinion.	tails.	facts and details.		HOME

Interdisciplinary

Literacy Practices

		PROGRESSION			Interdisciplinary
T	C.3.1	C.4.1	C.5.1		Literacy Practices
	d. Use grade-appropriate transitions.	d. Use grade-appropriate transitions.	d. Use grade-appropriate transi- tions.	1	Recognize that text is anything that communicates a message.
	e. Provide a concluding section.	e. Provide a concluding section.	e. Provide a concluding section.	2	Employ, develop and refine schema to understand and create text.
	f. With guidance and support from peers and adults, develop and strengthen	f. With guidance and support from peers and adults, develop and strengthen writing as	f. With guidance and support from peers and adults, develop and strengthen writing as	3	View literacy experiences as transactional, interdisciplinary and transformational.
	writing as needed by plan- ning, revising and editing.	needed by planning, revising, editing and rewriting.	needed by planning, revising, editing, rewriting or trying a new approach.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in 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.4.1		Intendicainlinem.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose OPINIONS, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transactional, interdisciplinary and transfor-
b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4	mational. Utilize receptive and expressive language arts to better understand self,
c. Provide reasons that are supported by facts and details.d. Use grade-appropriate TRANSITIONS.	4	others and the world.
e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by plan-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
ning, revising, editing and rewriting.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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.

2. Students will compose informa	 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 Compose informative and/or explanatory texts, using writing	C.4.2 Compose informative and/or explanatory texts, using writing and	C.5.2 Compose informative and/or explanatory texts, using writing and	2	Employ, develop and refine schema to understand and create text.		
and digital resources, to examine a topic and provide information.	digital resources, to examine a topic and convey ideas and information clearly.	digital resources, to examine a topic and convey ideas and information clearly.	3	View literacy experiences as transactional, interdisciplinary and transformational.		
(NOTE: Students must have the		4	Utilize receptive and expressive language arts to better understand self, others and the world.			
opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital re-	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
resources.)	sources.)	nze triose digital resources.)	6	Collaborate with others to create new meaning.		
a. With guidance and support from adults, produce writing in which the devel-	Produce clear and coherent writing in which the develop- ment and organization are	writing in which the development and organization are propriate to task, purpose diaudience. b. Introduce a topic clearly, and oup related information in ragraphs and sections; indeformatting, illustrations 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 multiple illustrations.	7	Utilize digital resources to learn and share with others.		
opment and organization are appropriate to task and purpose.	appropriate to task, purpose and audience.		8	Engage in specialized, discipline- specific literacy practices.		
b. Introduce a topic, and group related information	b. Introduce a topic clearly, and group related information in		9	Apply high level cognitive processes to think deeply and critically about text.		
together; include illustra- tions when useful to aiding comprehension.	clude formatting, illustrations and multimedia when useful		10	Develop a literacy identity that promotes lifelong learning.		
				HOME		

				PROGRESSION				In	nterdisciplinary
		C.3.2		C.4.2		C.5.2			teracy Practices
	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.	1	R	Recognize that text is anything that ommunicates a message.
	d.	Use grade-appropriate	d.	Use grade-appropriate con-	d.	Use grade-appropriate conjunc-	2		imploy, develop and refine schema o understand and create text.
		conjunctions to develop text structure within sentences.		junctions to develop text structure within sentences.		tions to develop text structure within sentences.	3	ti	iew literacy experiences as transacional, interdisciplinary and transfornational.
	e.	Use grade-appropriate transitions to develop text structure across par-	e.	Use grade-appropriate transitions to develop text structure across paragraphs.	e.	Use grade-appropriate transitions to develop text structure across paragraphs.	4	g	Itilize receptive and expressive lan- guage arts to better understand self, others and the world.
		agraphs.	f.	Use precise language and	f.	Use precise language and domain -specific vocabulary to inform	5	S	Apply strategic practices, with caffolding and then independently, o approach new literacy tasks.
—				domain-specific vocabulary to inform about or explain the topic.		about or explain the topic.	6		Collaborate with others to create new meaning.
	f.	Provide a concluding section.	g.	Provide a concluding section.	g.	Provide a concluding section.	7		Utilize digital resources to learn and hare with others.
	g.	With guidance and support from peers and adults, develop and	h.	With guidance and support from peers and adults, develop and strengthen writing as	h.	With guidance and support from peers and adults, develop and strengthen writing as needed by	8		ingage in specialized, discipline- pecific literacy practices.
		strengthen writing as needed by planning, re- vising and editing.		needed by planning, revising, editing and rewriting.		planning, revising, editing, rewriting or trying a new approach.	9	to	apply high level cognitive processes o think deeply and critically about ext.
							10		Develop a literacy identity that pro- notes lifelong learning.
									HOME

MULTIDIMENSIONALITY— C.4.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transactional, interdisciplinary and transfor-
 Introduce a topic clearly, and group related information in paragraphs and sections; include for- matting, illustrations and multimedia when useful to aiding comprehension. 		mational.
 C. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. Use precise language and domain-specific vocabulary to inform about or explain the topic.		
g. Provide a concluding section.	6	Collaborate with others to create new meaning.
h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

GUIDING PRINCIPLE FOR COMPOSITION Interdisciplinary Literacy Practices 3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Recognize that text is anything that 1 **PROGRESSION** communicates a message. C.4.3C.5.3Employ, develop and refine schema Compose narratives, using Compose narratives, using a Compose narratives, using writing and 2 to understand and create text. writing and digital resources, writing and digital resources, to digital resources, to develop real or to develop real or imagined develop real or imagined experiimagined experiences or multiple View literacy experiences as transacexperiences or multiple ences or multiple events or ideas, events or ideas, using effective tech-3 tional, interdisciplinary and transforusing effective technique, descripnique, descriptive details and clear events or ideas, using effective technique, descriptive tive details and clear sequences. sequences. mational. details and clear sequences. Utilize receptive and expressive lan-4 guage arts to better understand self, NOTE: Students must have the others and the world. (NOTE: Students must have the (NOTE: Students must have the opporopportunity throughout the opportunity throughout the year tunity throughout the year to utilize Apply strategic practices, with year to utilize digital reto utilize digital resources, but not digital resources, but not every writing 5 scaffolding and then independently, sources, but not every writing experience must utilize those digital every writing experience must utiexperience must utilize those to approach new literacy tasks. lize those digital resources.) resources.) Collaborate with others to create 6 a. Produce clear and coherent Produce clear and coherent With guidance and supnew meaning. writing in which the developwriting in which the development port from adults, produce ment and organization are and organization are appropriate writing in which the de-Utilize digital resources to learn and 7 appropriate to task, purpose to task, purpose and audience. velopment and organizashare with others. and audience. tion are appropriate to task and purpose. Engage in specialized, discipline-8 specific literacy practices. Orient the reader by establishing a Orient the reader by establish-Establish a situation, and situation and introducing a narraing a situation and introducing introduce a narrator and/ tor and/or characters; organize an a narrator and/or characters; Apply high level cognitive processes or characters; organize an event sequence that reflects lineorganize an event sequence 9 to think deeply and critically about event sequence that rear, nonlinear or circular structure. that reflects linear, nonlinear flects linear, nonlinear or text. or circular structure. circular structure. Develop a literacy identity that pro-

10

motes lifelong learning.

HOME



C.3.3

digital resources.)

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

	MULTIDIMENSIONALITY - C.4.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	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	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	characters to situations.d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Use concrete words and phrases and sensory details to convey experiences and events precisely.	6	Collaborate with others to create new meaning.
	 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. 	7	Utilize digital resources to learn and share with others.
		8	Engage in 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

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	4. Students will use digital resour		Literacy Practices		
	with others.		- Plactices		
			Recognize that text is anything that		
	C.3.4	C.4.4	C.5.4	1	communicates a message.
_	With some guidance and support from adults, use digital resources to create and publish	With some guidance and support from adults, use digital resources to create and publish	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.	with others.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - C.4.4		_	Utilize receptive and expressive lan-
	Green (italic) = Comp	rehension Purple (bold) = Analysis N	IAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
	With some guidance and support well as to interact and collaborate	S to create and publish products as	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Collaborate with others to create
	5. Students will conduct short as	well as more sustained research proj	ects based on focused questions,	6	new meaning.
	demonstrating understanding of	the subject under investigation.			
		PROGRESSION		7	Utilize digital resources to learn and share with others.
	C.3.5	C.4.5	C.5.5		share with others.
	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that build knowledge through investigation of different aspects of	Conduct short research projects that use several sources to build knowledge through investigation of	8	Engage in specialized, discipline- specific literacy practices.
	about a topic.	a topic.	different aspects of a topic.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.4.5 Tehension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	Conduct short RESEARCH project topic.	s that build knowledge through inve	estigation of different aspects of a		HOME

	GUIDING PRINCIPLE FOR COMPOSITION				Interdisciplinary
	6. Students will gather relevant information from multiple print and digital sources, assess the credibility				
	and accuracy of each source, ar		Literacy Practices		
• -	research while avoiding plagiarism.				
		1	Recognize that text is anything that communicates a message.		
	C.3.6	C.4.6	C.5.6		·
	Summarize information from experiences or gather information from print and digital	Summarize relevant information from experiences, or gather relevant information from various print	Summarize relevant information from experiences or gather relevant information from multiple	2	Employ, develop and refine schema to understand and create text.
S i	sources; take brief notes on information from various print/digital sources, and ana-	and digital sources; take notes, categorize information and provide a list of sources.	print and digital sources; summa- rize or paraphrase applicable in- formation in notes and finished	3	View literacy experiences as transactional, interdisciplinary and transformational.
	lyze by sorting into appropriate categories.	MULTIDIMENSIONALITY - C.4.6	work, and provide a list of sources.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information, and provide a list of sources.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR COMPOSITION				Collaborate with others to create new meaning.
	Students will compose routin and audiences.	nely over extended and shorter time fra	mes for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
_	· ·	C.4.7 Compose routinely over extended time frames and shorter time frames	C.5.7 Compose routinely over extended time frames and shorter time	8	Engage in specialized, discipline- specific literacy practices.
	shorter time frames for a	for a variety of tasks, purposes and audiences.	frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Com	MULTIDIMENSIONALITY - C.4.7 prehension Purple (bold) = Analysis MA		10	Develop a literacy identity that promotes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language – Grade 4		Interdisciplinary Literacy Practices
	Conventions of Standard English When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	1	Recognize that text is anything that communicates a message.
<u>L.4.1</u>	 a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. 	2	Employ, develop and refine schema to understand and create text.
	 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>L.4.2</u>			Utilize receptive and expressive language arts to better understand self, others and the world.
	 c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. Knowledge of Language	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>L.4.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.	6	Collaborate with others to create new meaning.
	c. Differentiate between formal and informal discourse patterns based on context. Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.	8	Engage in specialized, discipline- specific literacy practices.
<u>L.4.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. 	9	Apply high level cognitive processes to think deeply and critically about text.
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.	10	Develop a literacy identity that promotes lifelong learning.
	b. Recognize and explain the meaning of common idioms, adages and proverbs.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.		HOME

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

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com and spelling when writing.		Literacy Practices		
			Recognize that text is anything that		
	L.3.2	L.4.2	L.5.2	1	communicates a message.
	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses.	When writing:a. Demonstrate appropriate use of capitalization rules.b. Use commas and quotation	When writing: a. Use punctuation to separate items in a series. b. Use a comma to separate an	2	Employ, develop and refine schema to understand and create text.
	c. Use commas and quotation marks in dialogue.d. Use possessives.	marks to indicate direct speech and quotations for a text.	introductory element from the rest of the sentence. c. Use a comma to set off the	3	View literacy experiences as transactional, interdisciplinary and transformational.
	e. Use conventional spelling for high-frequency words where suffixes are added to base words.	c. Use a comma before a coordinating conjunction in a compound sentence.d. Consult reference materials	words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings.	 d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			6	Collaborate with others to create new meaning.	
				7	Utilize digital resources to learn and share with others.
	N	MULTIDIMENSIONALITY - L.4.2		8	Engage in specialized, discipline- specific literacy practices.
	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.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
	·	184	-		HOME

	GUIDING PRINCIPLE FOR LANGUAGE 3. Students will apply knowledge of language to understand how language functions in different contexts,				Interdisciplinary
	to make effective choices for mea		Literacy Practices		
	PROGRESSIONS				Recognize that text is anything that communicates a message.
	L.3.3	L.4.3	L.5.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Choose words and phrases	a. Choose words and phrases to	 a. Expand, combine and reduce 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
	for effect. b. Recognize and observe differences between the conven-	convey ideas precisely. b. Choose punctuation for effect.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	tions of spoken and written Standard English.	c. Differentiate between formal and informal discourse patterns based on context.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		ALLITICIDATENCIONALITY L 4.2		7	Utilize digital resources to learn and share with others.
		MULTIDIMENSIONALITY - L.4.3 ehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
♬	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.			9	Apply high level cognitive processes to think deeply and critically about text.
	c. Differentiate between FORMAL AND INFORMAL DISCOURSE PATTERNS based on context.		10	Develop a literacy identity that promotes lifelong learning.	
		185			HOME

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	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				Literacy Practices
	order to be transition ready.	rds and phrases sufficient for readin	g, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.
		PROGRESSIONS			
	L.3.4	L.4.4	L.5.4	2	Employ, develop and refine schema to understand and create text.
	Determine or clarify the mean- ing of unknown and multiple-	Determine or clarify the mean- ing of unknown and multiple-	Determine or clarify the meaning of unknown and multiple-meaning		
	meaning words and phrases based on grade 3 reading and content, choosing flexibly from	meaning words and phrases based on grade 4 reading and content, choosing flexibly from	words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	an array of strategies.a. Use sentence-level context as a clue to the meaning of	an array of strategies. a. Use context (e.g., definitions, examples or restate-	a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	a word or phrase.b. Determine the meaning of the new word formed when	ments in text) as a clue to the meaning of a word or phrase.	of a word or phrase. b. Use common affixes and roots as clues to the meaning of a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	a known affix is added to a known word. C. Use a known root word as a	 Use common affixes and roots as clues to the mean- ing of a word. 	word. c. Consult print and digital refer- ence materials to find the pro-	6	Collaborate with others to create new meaning.
	clue to the meaning of an unknown word with the same root.	 c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise 	nunciation and determine or clarify the precise meaning of key words and phrases.	7	Utilize digital resources to learn and share with others.
	d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning	meaning of key words and phrases.	d. Acquire and use accurately grade-appropriate general academic and domain-specific	8	Engage in specialized, discipline- specific literacy practices.
♬	of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic	 d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal 	words and phrases, including those that signal contrast, addition and other logical relationships.	9	Apply high level cognitive processes to think deeply and critically about text.
	and domain-specific words and phrases, including those that signal spatial and tem-	precise actions and that are basic to a particular topic.		10	Develop a literacy identity that promotes lifelong learning.

HOME

poral relationships.

MULTIDIMENSIONALITY - L.4.4 Green (italic) = Comprehension		Interdisciplinary
orcen (name) = comprehension - raipie (sola) = raialysis - Willicon (chi s) = contrain		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Use context (e.g., DEFINITIONS, EXAMPLES OR RESTATEMENTS in text) as a clue to the meaning of a word or phrase.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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				Interdisciplinary
	5. Demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices
	3. Demonstrate understanding of		vora meanings.	1	Recognize that text is anything that communicates a message.
		PROGRESSIONS			
	L.3.5 Demonstrate understanding of	L.4.5 Demonstrate understanding of	L.5.5 Demonstrate understanding of fig-	2	Employ, develop and refine schema to understand and create text.
	word relationships and nuances in word meanings.	figurative language, word relationships and nuances in word meanings.	urative language, word relation- ships and nuances in word mean- ings.	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	 a. Distinguish the literal and nonliteral meanings of words and phrases in con- text. 	nonliteral meanings of ple similes and metaphors in including similes and meta- words and phrases in con- context. phors, in context.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	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 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.	meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
			6	Collaborate with others to create new meaning.	
	certainty.			7	Utilize digital resources to learn and share with others.
		MULTIDIMENSIONALITY - L.4.5 Tehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
♬	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple SIMILES AND METAPHORS in context. 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.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		188			HOME

	Reading Foundational Skills – Grade 5		Interdisciplinary Literacy Practices	
	Print Concepts		1	
		1	Recognize that text is anything that communicates a message.	
	No Print Concepts standard for grade 5.		Employ, develop and refine schema to understand and create text.	
	Phonological Awareness	3	View literacy experiences as transactional, interdisciplinary and transfor-	
			mational.	
	No Phonological Awareness standard for grade 5.		Utilize receptive and expressive language arts to better understand self, others and the world.	
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Phonics and Word Recognition		Collaborate with others to create	
		6	new meaning.	
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphol-	7	Utilize digital resources to learn and share with others.	
	ogy to accurately read unfamiliar multisyllabic words.		Engage in specialized, discipline- specific literacy practices.	
	Fluency		Apply high level cognitive processes	
	 Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		to think deeply and critically about text.	
RF.5.4			Develop a literacy identity that promotes lifelong learning.	
			HOME	

	Reading Standards for Literature - Grade 5		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.5.1</u>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
<u>RL.5.3</u>	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.5.4</u>	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.
	7		Apply strategic practices, with
<u>RL.5.5</u>	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.	5	scaffolding and then independently, to approach new literacy tasks.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.5.7</u>	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.	7	share with others.
			Engage in specialized, discipline-
<u>RL.5.8</u>	(Not applicable to literature)	8	specific literacy practices.
<u>RL.5.9</u>	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		2 1 10 10 10 10 10 10
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.		Develop a literacy identity that promotes lifelong learning.
<u>KL.3.10</u>			HOME

	GUIDING PRINCIPLE FOR READING LITERATURE 1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Interdisciplinary Literacy Practices
	PROGRESSION RL.4.1 RL.5.1 RL.6.1			1	Recognize that text is anything that communicates a message.
	Refer to details and examples in a text when explaining what the text says explicitly	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	2	Employ, develop and refine schema to understand and create text.
	and when drawing inferences from the text.	ing inferences from the text.	text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
7	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.				Utilize receptive and expressive language arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING LITERATURE				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2			alyze their development; cite specific tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RL.4.2 Analyze how the theme is re-	RL.5.2 Analyze how the theme is re-	RL.6.2 Analyze how the theme is reflected in	7	share with others.
	flected, and cite relevant im- plicit and explicit evidence from the text, including but	flected in the text, including but not limited to poems, stories and dramas, and cite relevant	the text by citing particular details and/or providing an objective summary.	8	Engage in specialized, discipline- specific literacy practices.
	not limited to poems, stories and dramas.	implicit and explicit evidence to support thinking.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.2				2 1 11 11 11 11 11
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how the THEME is reflected in the text, including but not limited to poems, stories and dramas,			10	Develop a literacy identity that promotes lifelong learning.
	and cite relevant implicit and explicit evidence to support thinking.				HOME

GUIDING PRINCIPLE FOR READING LITERATURE				Interdisciplinary
3. Students will analyze how and a text.	ا	Literacy Practices		
	PROGRESSION			Recognize that text is anything that
RL.4.3	RL.5.3	RL.6.3	1	communicates a message.
Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot	2	Employ, develop and refine schema to understand and create text.
on specific details to analyze their interaction over the course of the text.	the course of the text.	moves toward a resolution.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.5. prehension Purple (bold) = Analysis	3 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, using specific details to analyze their interaction over the course of the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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. 			6	Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and
RL.4.4	RL.5.4	RL.6.4	7	share with others.
Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative lan-	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a spe-	8	Engage in specialized, discipline- specific literacy practices.
guage such as metaphors and similes, and describe and ex- plain how those words and phrases shape meaning.	mythology, and analyze how those words and phrases shape meaning.	cific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RL.5. orehension Purple (bold) = Analysis	4 MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
Determine the meaning of words and phrases as they are used in a text, including but not limited to ALLU-SIONS FOUND IN MYTHOLOGY, and analyze how those words and phrases shape meaning.				HOME

	IG PRINCIPLE FOR READING LITE			Interdisciplinary
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.				Literacy Practices
	PROGRESSION	1	Recognize that text is anything that	
RL.4.5	RL.5.5	RL.6.5		communicates a message.
Analyze the overall structure, in a text or part of the text, the author uses in poems, sto-	Analyze and explain the overall structure of poems, stories and dramas in two or more texts,	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text	2	Employ, develop and refine schema to understand and create text.
ries and dramas, including but not limited to linear, nonlinear and circular structures.	including but not limited to line- ar, nonlinear and circular struc- tures.	and contributes to the development of the theme, setting or plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.5.5	5	4	Utilize receptive and expressive lan-
Green (italic) = Com	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
Analyze and <i>explain the overall</i> STRUCTURE OF POEMS, STORIES AND DRAMAS IN TWO OR MORE TEXTS, including but not limited to LINEAR, NONLINEAR AND CIRCULAR STRUCTURES.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create
6. Students will analyze how poi	nt of view, perspective and purpose	shape the content and style of a text.	6	new meaning.
			7	Utilize digital resources to learn and share with others.
DI 4.6	PROGRESSION	DI C C		
RL.4.6 Compare/contrast the point of	RL.5.6 Describe how a narrator's or	RL.6.6 Explain how an author develops the	•	Engage in specialized, discipline-
view of first and third person	speaker's perspective influences	perspective of the narrator or speaker	8	specific literacy practices.
narrators and the effect they have on the reader.	how events are described.	in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.6			Develop a literacy identity that pro-
Green (italic) = Com _l	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
Describe how a narrator's or sp	eaker's PERSPECTIVE influences how	w events are described.		HOME
	193			

		G PRINCIPLE FOR READING LITE aluate content presented in print/r	non-print forms of text found in diverse		Interdisciplinary Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.4.7	RL.4.7 RL.5.7 RL.6.7			communicates a message.
	Make connections between the text of a story or drama and a visual or oral presenta-	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visual/oral presentation.	2	Employ, develop and refine schema to understand and create text.
	tion, including making connections with what they "see" and "hear" when reading the text to what they perceive	print texts.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	when they listen or watch.	MULTIDIMENSIONALITY - RL.5.	7	4	Utilize receptive and expressive language arts to better understand self, others and the world.
J	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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RL.4.8 (Not applicable to literature)	RL.5.8 (Not applicable to literature)	RL.6.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.5.8				Develop a literacy identity that pro-
	Green (italic) = Comp (Not applicable to literature)	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	(1101 applicable to literature)				HOME

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

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

1. Students will read closely to d	PRINCIPLE READING INFORMAT determine what the text says explic to support conclusions drawn from	itly and to make logical inferences from		Interdisciplinary Literacy Practices
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	PROGRESSION			
RI.4.1	RI.5.1	RI.6.1		communicates a message.
Refer to details and examples in a text when explaining what the text says explicitly	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	2	Employ, develop and refine schema to understand and create text.
and when drawing inferences from the text.	ing inferences from the text.	text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.5.1 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
ences from the text.	QUOTE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing inferences from the text.			
2. Students will determine centi	•	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
, , , , , , , , , , , , , , , , , , , ,	PROGRESSION			Utilize digital resources to learn and
RI.4.2	RI.5.2	RI.6.2	7	share with others.
Analyze how the central ideas are reflected in a text, and cite relevant implicit and ex-	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit	Analyze how the central ideas are reflected in the text by citing particular details and/or providing an objective	8	Engage in specialized, discipline- specific literacy practices.
plicit evidence from the text.	evidence to support thinking.	summary.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY			Develop a literacy identity that pro-
	Purple (bold) = Analysis		10	motes lifelong learning.
support thinking.	s are reflected in a text, and cite r	elevant implicit and explicit evidence to		HOME

3. Students will analyze how and	PRINCIPLE READING INFORMAT	IONAL TEXT develop and interact over the course of		Interdisciplinary Literacy Practices
a text. PROGRESSION				Recognize that text is anything that
RI.4.3	RI.5.3	1	communicates a message.	
Explain the individuals, events, procedures, ideas or concepts in a historical, scien-	Explain the relationships or interactions between individuals, events, ideas or concepts in a	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	2	Employ, develop and refine schema to understand and create text.
tific or technical text, includ- ing what happened and why, based on specific information over the course of a text.	historical, scientific or technical text based on specific information over the course of a text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com _i	MULTIDIMENSIONALITY RI.5.3 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Explain the relationships or interactions between INDIVIDUALS, EVENTS, IDEAS OR CONCEPTS IN A HISTORI-CAL, SCIENTIFIC OR TECHNICAL TEXT based on specific information over the course of a text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4. Students will interpret words	PRINCIPLE READING INFORMAT and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
commotative and ingulative mean	PROGRESSION	a choises shape meaning or tene.	7	Utilize digital resources to learn and
RI.4.4	RI.5.4	RI.6.4	,	share with others.
Determine the meaning of general academic and domain specific words or phrases in a	Determine the meaning of general academic and domainspecific words or phrases in a	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and	8	Engage in specialized, discipline- specific literacy practices.
grade-level text, and describe and explain how those words and phrases shape meaning.	grade-level text, and analyze how those words and phrases shape meaning.	technical meanings; analyze the impact of a specific word choice on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.4	4		Develop a literacy identity that pro-
Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	motes lifelong learning.
 	ords and phrases shape meaning.	CIFIC words or phrases in a GRADE-LEVEL		HOME

	GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT		Interdisciplinary
	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.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RI.4.5	RI.5.5	RI.6.5		communicates a message.
	Describe the overall structure, in a text or part of the text, the author uses to organize	Compare/contrast the overall structure of events, ideas, concepts or information in two or	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and con-	2	Employ, develop and refine schema to understand and create text.
	the events, ideas, concepts or information.	more texts.	tributes to the development of the ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Graan (italic) - Comr	MULTIDIMENSIONALITY - RI.5.5		4	Utilize receptive and expressive language arts to better understand self, others and the world.
┚	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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PRINCIPLE READING INFORMATI		6	Collaborate with others to create new meaning.
	6. Students will analyze now pol	PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RI.4.6	RI.5.6	RI.6.6		
	Compare/contrast a firsthand and secondhand account of	Analyze multiple accounts of the same event or topic, noting	Determine an author's perspective and purpose in a text, and explain	8	Engage in specialized, discipline- specific literacy practices.
•	the same event or topic.	important similarities and differences in the perspective they represent.	how it is conveyed in a text.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.5.6				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		10	Develop a literacy identity that promotes lifelong learning.	
	the PERSPECTIVE they represen	•	mportant similarities and differences in		HOME
		199			

	GUIDING PRINCIPLE READING INFORMATIONAL TEXT				Interdisciplinary
	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
		PROGRESSION			Recognize that text is anything that
	RI.4.7	RI.5.7	RI.6.7	1	communicates a message.
	Interpret information presented in print and non-print formats and explain how the information contributes to an	Analyze information from multi- ple print and non-print formats, demonstrating the ability to locate an answer to a question	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	2	Employ, develop and refine schema to understand and create text.
	understanding of the text in which it appears.	quickly or to solve a problem efficiently.	ic of issue.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.5.7	7		Utilize receptive and expressive lan-
	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.				guage arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING F	PRINCIPLE READING INFORMATI	ONAL TEXT	_	Collaborate with others to create new meaning.
	8. Students will delineate and ev	valuate the argument, specific claim	ns and evidence in a text, assessing the	6	
	validity, reasoning, relevance an	nd sufficiency.			
		PROGRESSION		7	Utilize digital resources to learn and
	RI.4.8	RI.5.8	RI.6.8		share with others.
	Explain how an author uses reasons and evidence to support particular claims the au-	Explain how an author uses reasons and evidence to support particular claims in a text, iden-	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by	8	Engage in specialized, discipline- specific literacy practices.
	thor makes in a text.	tifying which reasons and evidence support which claim(s).	reasons and evidence from unsup- ported claims.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.5.8			
		Orehension Purple (bold) = Analysis	·	10	Develop a literacy identity that promotes lifelong learning.
	which REASONS and EVIDENCE s		articular CLAIMS in a text, identifying		HOME

	GUIDING	PRINCIPLE READING INFORMATION	ONAL TEXT		Interdisciplinary
	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.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RI.4.9	RI.5.9	RI.6.9	_	communicates a message.
	Integrate information from two or more texts on the same theme or topic.	Integrate information from several texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	2	Employ, develop and refine schema to understand and create text.
		MULTIDIMENSIONALITY - RI.5.9			View literacy experiences as transac-
	Green (italic) = Com		MAROON (CAPS) = CONTENT	3	tional, interdisciplinary and transfor- mational.
	Integrate information from SEV	ERAL TEXTS ON THE SAME THEME OF	R TOPIC.		Utilize receptive and expressive lan-
				4	guage arts to better understand self,
		PRINCIPLE READING INFORMATIO			others and the world.
②	10. Students will read, comprehend and analyze complex informational texts independently and proficient ly. PROGRESSION				Apply strategic practices, with scaffolding and then independently,
					to approach new literacy tasks.
					·
	RI.4.10	RI.5.10	RI.6.10		Collaborate with others to create
	RI.4.10 By the end of the year, flexibly use a variety of compre-	RI.5.10 By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a	6	Collaborate with others to create new meaning.
	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-		
	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, de-	6 7	new meaning.
/	By the end of the year, flexi- bly use a variety of compre- hension strategies (i.e., ques- tioning, monitoring, visualiz- ing, inferencing, summarizing, synthesizing, using prior	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determin-	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, com-	7	new meaning. Utilize digital resources to learn and share with others.
>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	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	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		new meaning. Utilize digital resources to learn and
>	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	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 informa-	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	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices.
	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	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	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes
	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.	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices.
	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.	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
	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. Green (italic) = Com	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 prehension Purple (bold) = Analysis Insert a variety of comprehension strategies.	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. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, vis-	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about
	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. Green (italic) = 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 prehension Purple (bold) = Analysis use a variety of comprehension strateing, synthesizing, using prior knowledges.	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. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, visinge, determining importance) to read,	7 8 9	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning.
	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. Green (italic) = 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 prehension Purple (bold) = Analysis use a variety of comprehension strateing, synthesizing, using prior knowledges.	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. MAROON (CAPS) = CONTENT egies (i.e., questioning, monitoring, vis-	7 8 9	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that pro-

	Composition – Grade 5	ا	Interdisciplinary Literacy Practices	
	Text Types and Purposes	1	Recognize that text is anything that communicates a message.	
	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		Employ, develop and refine schema to understand and create text.	
<u>C.5.1</u>	 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 organizational structure in which 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.		Collaborate with others to create new meaning.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	7	Utilize digital resources to learn and share with others.	
6.5.3	 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. 		Engage in specialized, discipline- specific literacy practices.	
<u>C.5.2</u>			Apply high level cognitive processes to think deeply and critically about text.	
	 e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by 	10	Develop a literacy identity that promotes lifelong learning.	
	planning, revising, editing, rewriting or trying a new approach.		HOME	

	Composition – Grade 5		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	1	communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not eve-ry writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.5.3	b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.		Utilize receptive and expressive lan-
	 c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. 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. 		guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
			Collaborate with others to create new meaning.
	Production and Distribution		Utilize digital resources to learn and
<u>C.5.4</u>	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	7	share with others.
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of	•	specific literacy practices.
	different aspects of a topic.		Apply high level cognitive processes
<u>C.5.6</u>	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and	9	to think deeply and critically about text.
	provide a list of sources.		Develop a literacy identity that pro-
	Range of Writing	10	motes lifelong learning.
<u>C.5.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

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



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 pur-

C.4.1

Compose opinions, using

writing and digital resources,

on topics or texts, supporting

an author's perspective with

(NOTE: Students must have the

year to utilize digital resources,

opportunity throughout the

but not every writing experi-

resources.)

pose.

ence must utilize those digital

Produce clear and coherent.

writing in which the devel-

opment and organization

are appropriate to task,

reasons and information.

c. Provide reasons that are supported by facts and details.

Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

PROGRESSION

C.5.1

(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.
- 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.
- 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.

C.6.1

Compose arguments to support

a. Produce clear and coherent

and audience.

ly.

writing in which the develop-

appropriate to task, purpose

b. Introduce claim(s), and organize

the reasons and evidence clear-

ment, organization and style are

vant evidence.

claims with clear reasons and rele-

		PROGRESSION			Interdisciplinary
	C.4.1	C.5.1	C.6.1		Literacy Practices
	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. 	1	Recognize that text is anything that communicates a message.
			e. Establish and maintain a formal style.	2	Employ, develop and refine schema to understand and create text.
	e. Provide a concluding section.	e. Provide a concluding section.	f. Provide a concluding statement or section that follows from the	3	View literacy experiences as transactional, interdisciplinary and transformational.
			argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
7	f. With guidance and sup- port from peers and adults, develop and	f. With guidance and support from peers and adults, develop and strengthen writing as	 g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	strengthen writing as needed by planning, re- vising, editing and re-	needed by planning, revising, editing, rewriting or trying a new approach.	writing or trying a new approach.	6	Collaborate with others to create new meaning.
	writing.			7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

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

PROGRESSION



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

Interdisciplinary Literacy Practices

	1	Recognize that text is anything that communicates a message.
ic	2	Employ, develop and refine schema to understand and create text.
n,	3	View literacy experiences as transactional, interdisciplinary and transformational.
	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
S	8	Engage in 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.



Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

C.5.2

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.

C.6.2

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

and audience.

writing in which the develop-

appropriate to task, purpose

ment and organization are

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 and organization are appropriate to task, purpose and audience.
- 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.

 Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.

HOME

207



				PROGRESSION				Interdisciplinary
		C.4.2		C.5.2		C.6.2		
	facts, de details, de informa	the topic with finitions, concrete quotations or other tion and examples 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.	1	Recognize that text is anything that communicates a message.
		le-appropriate con-	d.	·	d.	Use appropriate transitions to	2	Employ, develop and refine schema to understand and create text.
	•	s to develop text e within sentences.		junctions to develop text structure within sentences.		clarify the relationships among ideas and concepts.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	sitions t	le-appropriate tran- o develop text e 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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	domain-	cise language and specific vocabulary nabout or explain	f.	Use precise language and domain-specific vocabulary to inform about or explain	f.	Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
7	the topi	•		the topic.			6	Collaborate with others to create new meaning.
	g. Provide a	concluding section.	g.	Provide a concluding section.	g.	Provide a concluding state- ment or section that follows from the information or expla- nation presented.	7	Utilize digital resources to learn and share with others.
	_	dance and support ers and adults, de-	h.	• • • • • • • • • • • • • • • • • • • •	h.	With some guidance, develop	8	Engage in specialized, discipline- specific literacy practices.
	velop an writing a	d strengthen is needed by plan rising, editing and		from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audi-	9	Apply high level cognitive processes to think deeply and critically about text.
						ence have been addressed.	10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.5.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using writing and digital resources, to examine a topic and convey ideas and information clearly.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Introduce a topic clearly, provide a general observation and focus and group related information log- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
 ically; 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences. e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. Use precise language and domain-specific vocabulary to inform about or explain the topic.g. Provide a concluding section.	6	Collaborate with others to create new meaning.
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.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

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

				PROGRESSION				Interdisciplinary
		C.4.3		C.5.3		C.6.3		
	scripti perier	ialogue and de- ion to develop ex- nces and events or the responses of	C.	Use narrative techniques, such as dialogue, description and pacing, to develop expe- riences and events or show	C.	Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or characters.	1	Recognize that text is anything that communicates a message.
	chara	cters to situations.		the responses of characters to situations.			2	Employ, develop and refine schema to understand and create text.
	tions	variety of conjunc- and transitional s and phrases to	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	event	ge the sequence of ss. oncrete words and	e.	Use concrete words and	e.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
_	tails to	es and sensory de- o convey experi- and events pre-		phrases and sensory details to convey experiences and events precisely.		relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. Provid	de a conclusion ollows the narrat-	f.	Provide a conclusion that follows the narrated experi-	f.	Provide a conclusion that follows from the narrated experiences or	6	Collaborate with others to create new meaning.
	ed exp event	periences or s.		ences or events.		events.	7	Utilize digital resources to learn and share with others.
	port f	guidance and sup- rom peers and s, develop and	g.	With guidance and support from peers and adults, develop and strengthen writing as	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, re-	8	Engage in specialized, discipline- specific literacy practices.
	streng neede vising	gthen writing as ed by planning, re- , editing and re-		needed by planning, revising, editing, rewriting or trying a new approach.		writing or trying a new approach.	9	Apply high level cognitive processes to think deeply and critically about text.
	writin	g.					10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.5.3 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices	
Compose NARRATIVES, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.	1	Recognize that text is anything that communicates a message.	
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.	
 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
 d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
e. Use concrete words and phrases and sensory details to convey experiences and events precisely.f. Provide a conclusion that follows the narrated experiences or events.	6	Collaborate with others to create new meaning.	
g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	7	Utilize digital resources to learn and share with others.	
	8	Engage in 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	

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	4. Students will se digital resource with others.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	C.4.4	C.5.4	C.6.4	•	communicates a message.
	With some guidance and sup- port from adults, use digital re- sources to create and publish	With limited guidance and sup- port from adults, use digital re- sources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
	products as well as to interact and collaborate with others.	products as well as to interact and collaborate with others.	cite sources using MLA or APA for- mat.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - C.5.4 rehension Purple (bold) = Analysis Mort from adults, use DIGITAL RESOURCE.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	as well as to interact and collabo	·	ses to create and publish products	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		well as more sustained research proj		6	Collaborate with others to create new meaning.
	demonstrating understanding of			_	Utilize digital resources to learn and
	C.4.5	PROGRESSION C.5.5	C.6.5	7	share with others.
/	Conduct short research projects that build knowledge through investigation of	Conduct short research projects that use several sources to build knowledge through investigation	Conduct short research projects to answer a question, drawing on several sources.	8	Engage in specialized, discipline- specific literacy practices.
	different aspects of a topic.	of different aspects of a topic.	Crai 35 a. cesi	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.5.5			Develop a literacy identity that pro-
_		rehension Purple (bold) = Analysis M.		10	motes lifelong learning.
	different aspects of a topic.	ts that use SEVERAL SOURCES to build	d knowledge through investigation of		HOME
		213			

	JIDING PRINCIPLE FOR COMPOSITIO			Interdisciplinary	
6. Students will gather relevarand accuracy of each source a		Literacy Practices			
search while avoiding plagiaris	·	,	4	Recognize that text is anything that	
	1	communicates a message.			
C.4.6	C.5.6	C.6.6	2	Employ, develop and refine schema	
mation from experiences, or	summarize relevant infor- mation from experiences, or gather relevant information vant information from multiple summarize relevant information from multiple state of the following properties of the				
from various print and digital sources; take notes, catego-	print and digital sources; summa- rize or paraphrase applicable infor-	source; and, in order to reflect or interpret, quote or paraphrase da-	3	View literacy experiences as transational, interdisciplinary and transfo	
rize information and provide a list of sources.	mation in notes and finished work, and provide a list of sources.	ta and conclusions of others, avoiding plagiarism by providing in		mational. Utilize receptive and expressive lar	
		-text and bibliographic MLA or APA citation.	4	guage arts to better understand se others and the world.	
	MULTIDIMENSIONALITY - C.5.6			Apply strategic practices, with	
•	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Summarize relevant information from experiences, or gather relevant information from multiple print and				
	OR PARAPHRASE applicable information		6	to approach new literacy tasks. Collaborate with others to create new meaning.	
GL	JIDING PRINCIPLE FOR COMPOSITIO	N		ŭ	
7. Students will compose rout and audiences.	inely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn ar share with others.	
	PROGRESSION			Engage in specialized, discipline-	
C.4.7	C.5.7	C.6.7	8	specific literacy practices.	
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.	9	Apply high level cognitive processe to think deeply and critically about text.	
	MULTIDIMENSIONALITY - C.5.7				
Green (italic) = Co.	mprehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	10	motes lifelong learning.	
Compose routinely over extendand audiences.	nded time frames and shorter time fran	nes for a variety of tasks, purposes		HOME	
	214				

	Language – Grade 5		Interdisciplinary Literacy Practices
	Conventions of Standard English		Decognize that tout is anothing that
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	1	Recognize that text is anything that communicates a message.
<u>L.5.1</u>	a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.b. Use the perfect verb tenses.c. Use verb tense to convey various times, sequences, states and conditions.	2	Employ, develop and refine schema to understand and create text.
	 d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions. 	3	View literacy experiences as transactional, interdisciplinary and transfor-
<u>L.5.2</u>	 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. 	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.
	d. Use underlining, quotation marks or italics to indicate titles of works.e. Use strategies and resources (print and electronic) to identify and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Knowledge of Language Use knowledge of language and its conventions when writing speaking reading or listening		
<u>L.5.3</u>	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas 	6	Collaborate with others to create new meaning.
	or poems.		Utilize digital resources to learn and
	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	7	share with others.
	5 reading and content, choosing flexibly from an array of strategies.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	8	Engage in specialized, discipline- specific literacy practices.
<u>L.5.4</u>	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. d. Acquire and use accurately grade-appropriate general academic and domain-specific words and 	9	Apply high level cognitive processes to think deeply and critically about text.
	phrases, including those that signal contrast, addition and other logical relationships.		
155	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	10	Develop a literacy identity that promotes lifelong learning.
<u>L.5.5</u>	b. Recognize and explain the meaning of common idioms, adages, and proverbs.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.		HOME

	DING PRINCIPLE FOR LANGUAGE	d English grammar and usage when		Interdisciplinary Literacy Practices
L.4.1	PROGRESSION L.5.1	L.6.1	1	Recognize that text is anything that communicates a message.
When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	In both written and oral expression: a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective,	2	Employ, develop and refine schema to understand and create text.
a. Use relative pronouns and relative adverbs.b. Use the progressive verb	a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses.	objective, possessive and intensive pronouns.	3	View literacy experiences as transactional, interdisciplinary and transformational.
tenses. c. Use modal auxiliaries to convey various conditions, such		priate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
as can, may, and must.d. Order adjectives within sentences according to conventional patterns.	various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
e. Use prepositional phrases.f. Produce complete sentenc-	inappropriate shifts in verb tense. complete sentenc-		6	Collaborate with others to create new meaning.
es, recognizing and cor- recting inappropriate frag- ments and run-ons.			7	Utilize digital resources to learn and share with others.
g. Use frequently confused words, such as: to, too, two; there, their, they're.			8	Engage in specialized, discipline- specific literacy practices.
Green (italic) = Compr	MULTIDIMENSIONALITY - L.5.1 Tehension Purple (bold) = Analysis Management of the conventions		9	Apply high level cognitive processes to think deeply and critically about text.
b. Use the PERFECT VERB TENSE	NCTIONS, PREPOSITIONS AND INTEI S. rious times, sequences, states and co		10	Develop a literacy identity that promotes lifelong learning.
d. <i>Produce</i> COMPLETE SENTENCE e. <i>Use</i> CORRELATIVE CONJUNCT	ES recognizing and correcting inappi IONS. 216	ropriate shifts in verb tense.		HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com and spelling when writing.		Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	L.4.2	L.5.2	L.6.2	1	communicates a message.
	When writing: a. Demonstrate appropriate use of capitalization rules.	When writing: a. Use punctuation to separate items in a series.	When writing: a. Demonstrate appropriate use of punctuation (commas, pa-	2	Employ, develop and refine schema to understand and create text.
	b. Use commas and quotation marks to indicate direct speech and quotations for a	b. Use a comma to separate an introductory element from the rest of the sentence.	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings. 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 a comma to set off the words yes and no, to set off the at tag question from the rest of the sentence and to indicate direct address. d. Use a comma to set off the words yes and no, to set off the sentence and to indicate direct address.	 Demonstrate appropriate use of strategies to identify and correct spelling errors. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		d. Use underlining, quotation marks or italics to indicate	Use underlining, quotation marks or italics to indicate titles of works.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		e. Use strategies and resources (print and electronic) to identify and correct spelling		6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
		MULTIDIMENSIONALITY - L.5.2 The second replacement of the second repl	IAROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
_	 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. 			9	Apply high level cognitive processes to think deeply and critically about text.
	OF THE SENTENCE AND TO IN	F THE WORDS YES AND NO, TO SET OFF A TAG QUESTION FROM THE REST		10	Develop a literacy identity that promotes lifelong learning.
	e. Use strategies and resources (print and electronic) to identify and	correct spelling errors.		HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	3. Students will apply knowledge of to make effective choices for mean		Literacy Practices		
		PROGRESSION	- cramy man reasoning or necessing.	1	Recognize that text is anything that communicates a message.
	L.4.3	L.5.3	L.6.3		,
	Use knowledge of language and its conventions when writing,	Use knowledge of language and its conventions when writing,	Use knowledge of language and its conventions when writing, speak-	2	Employ, develop and refine schema to understand and create text.
	speaking, reading or listening. a. Choose words and phrases	speaking, reading or listening. a. Expand, combine and re-	ing, reading or listening. a. Vary sentence patterns for	3	View literacy experiences as transactional, interdisciplinary and transformational.
/	to convey ideas precisely. b. Choose punctuation for effect.	duce sentences for meaning, reader/listener interest and style.	meaning, reader/listener inter- est and style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Differentiate between for- mal and informal discourse	b. Compare and contrast the varieties of English (e.g., dia-	b. Maintain consistency in style and tone.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	patterns based on context.	lects, registers, slang) used in stories, dramas or poems.		6	Collaborate with others to create new meaning.
		MULTIDIMENSIONALITY - L.5.3		7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre			8	Engage in specialized, discipline- specific literacy practices.
♬	 Use knowledge of language and it. a. Expand, combine and reduce b. Compare and contrast the VA 	9	Apply high level cognitive processes to think deeply and critically about text.		
	mas or poems.			10	Develop a literacy identity that promotes lifelong learning.
		218			HOME

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
4. Students will use a variety of st	rategies to determine or clarify the r	meaning of words and phrases, con-		Literacy Practices
sulting reference material when a	opropriate. Students will acquire an	d use accurately a range of general		Literacy Fractices
·	rds and phrases sufficient for readin	g, writing, speaking and listening in	4	Recognize that text is anything tha
order to be transition ready.			1	communicates a message.
	PROGRESSION			
L.4.4	L.5.4	L.6.4	2	Employ, develop and refine schem
Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning of	_	to understand and create text.
ing of unknown and multiple-	ing of unknown and multiple-	unknown and multiple-meaning		View literacy experiences as trans
meaning words and phrases	meaning words and phrases	words and phrases based on grade	3	tional, interdisciplinary and transf
based on grade 4 reading and	based on grade 5 reading and	6 reading and content, choosing		mational.
content, choosing flexibly from	content, choosing flexibly from	flexibly from an array of strategies.		Utilize receptive and expressive la
an array of strategies.	an array of strategies.		4	guage arts to better understand s
	ļ.	a. Use context (e.g., the overall		others and the world.
a. Use context (e.g., defini-	a. Use context (e.g., cause/	meaning of a sentence or para-		Apply strategic practices, with
tions, examples or restate-	effect relationships and	graph; a word's position or	5	scaffolding and then independent
ments in text) as a clue to	comparisons in text) as a	function in a sentence) as a		to approach new literacy tasks.
the meaning of a word or	clue to the meaning of a	clue to the meaning of a word		то аррионентин постасу сами.
phrase.	word or phrase.	or phrase.	6	Collaborate with others to create
		·	U	new meaning.
b. Use common affixes and	b. Use common affixes and	b. Use Greek and Latin affixes and		THE STATE OF THE S
roots as clues to the mean-	roots as clues to the mean-	roots as clues to the meaning	7	Utilize digital resources to learn a
ing of a word.	ing of a word.	of a word.	_	share with others.
J				Engage in specialized, discipline-
			8	specific literacy practices.
b. Consult print and digital ref-	c. Consult print and digital ref-	c. Consult print and digital refer-		specific free act, practices.
erence materials to find the	erence materials to find the pronunciation and deter-	ence materials to find the pro- nunciation and determine or		Apply high level cognitive process
pronunciation, and deter-	· ·	clarity the precise meaning of	9	to think deeply and critically abou
mine or clarity the precise	mine or clarity the precise meaning of key words and	key words and phrases.		text.
meaning of key words and phrases.	phrases.	key words and pinases.		
piliases.	p 4363.		10	Develop a literacy identity that pr
			10	motes lifelong learning.
				HOME

•		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	5. Students will demonstrate und		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	L.4.5	L.5.5	L.6.5	1 *	communicates a message.
	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	2	Employ, develop and refine schema to understand and create text.
	meanings. a. Explain the meaning of simple similes and metaphors in	meanings. a. Interpret figurative language, including similes and	ings. a. Interpret figurative language, including but not limited to	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	b. Recognize and explain the	context. metaphors, in context. personification, in context. Recognize and explain the b. Recognize and explain the b. Use the relationship between	b. Use the relationship between	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	duages and proverss.	derstand each of the words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	of words by relating them to their synonyms and anto-nyms.	of words by relating them to their synonyms and anto-nyms.	tations of words with similar denotations.	6	Collaborate with others to create new meaning.
		,		7	Utilize digital resources to learn and share with others.
		MULTIDIMENSIONALITY - L.5.5 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including SIMILES AND METAPHORS, in context.				Apply high level cognitive processes to think deeply and critically about text.
		aning of common IDIOMS, ADAGES, A		10	Develop a literacy identity that promotes lifelong learning.
		220			HOME

		PROGRESSION			Interdisciplinary
	L.4.4	L.5.4	L.6.4		
>	 d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vo- 	1	Recognize that text is anything that communicates a message.		
	including those that signal precise actions and that are basic to a particular topic.	those that signal contrast, addition and other logical relationships.	cabulary knowledge when con- sidering a word or phrase im- portant to comprehension or	2	Employ, develop and refine schema to understand and create text.
			expression.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - L.5.4 Schension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ing and content, choosing flexibly f	rom an array of strategies.	ds and phrases based on grade 5 read-	6	Collaborate with others to create new meaning.
	a word or phrase.	OTS as clues to the meaning of a word		7	Utilize digital resources to learn and share with others.
	meaning of key words and phra		and determine or clarity the precise IIC AND DOMAIN-SPECIFIC words and	8	Engage in specialized, discipline- specific literacy practices.
	phrases, including THOSE THAT	SIGNAL CONTRAST, ADDITION AND C	OTHER LOGICAL RELATIONSHIPS.	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		221			HOME

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

READING (RL AND RI)

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

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

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

COMPOSITION

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

LANGUAGE

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



	Reading Standards for Literature - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.6.2</u>	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RL.6.3</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RL.6.5</u>	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.6.6</u>	Explain how an author develops the perspective of the narrator or speaker in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.6.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation.	7	share with others.
<u>RL.6.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.6.9</u>	Compare/contrast how various forms or genres of texts approach a similar theme or topic.		Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>KL.0.10</u>	portance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME

	GUIDIN	G PRINCIPLE ROR READING LITE	ERATURE		Interdisciplinary
	1. Students will read closely to ences from it; cite specific tex		Literacy Practices		
	PROGRESSION			4	Recognize that text is anything that
	RL.5.1	RL.6.1	RL.7.1	1	communicates a message.
	Quote accurately from a text when explaining what the text says explicitly and when draw- ing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
•	ing interences from the text.	drawn nom the text.	drawn from the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.6.	1	3	tional, interdisciplinary and transfor-
	Green (italic) = Comp		MAROON (CAPS) = CONTENT		mational.
┚	CITE TEXTUAL EVIDENCE to supp from the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	GUIDIN	G PRINCIPLE ROR READING LITE	ERATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn				
	from the text.	mary, paraphrase and direct quotal	tions, to support conclusions drawn	6	Collaborate with others to create new meaning.
		PROGRESSION			
	RL.5.2 Analyze how the theme is re-	RL.6.2 Analyze how the theme is re-	RL.7.2 Determine themes of a text and ana-	7	Utilize digital resources to learn and share with others.
	flected in the text, including but not limited to poems, sto- ries and dramas, and cite rele- vant implicit and explicit evi-	to poems, sto- to, and cite rele- tation par- ticular details and/or providing tan objective summary. If lected in the text by citing par- ticular details and/or providing an objective summary. If lyze their development through citing textual evidence, paraphrasing, or summarizing.		8	Engage in specialized, discipline- specific literacy practices.
	dence to support thinking.			9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.2	2		Develop a literacy identity that pro-
	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			10	motes lifelong learning.
	summary.	, 3,			HOME
		224			

	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
	3. Students will analyze how and a text.		Literacy Practices		
		1	Recognize that text is anything that		
	RL.5.3	RL.6.3		communicates a message.	
	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interac-	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and deter- mine how the characters re-	Analyze how particular elements of a story or drama influence one another.	2	Employ, develop and refine schema to understand and create text.
	tion over the course of the text.	spond or change as the plot moves toward a resolution.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.6.3	3		Utilize receptive and expressive lan-
اجرا	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
			series of episodes and determine how		others and the world.
	the characters respond or chan	ge as the plot moves toward a RES	OLUTION.	5	Apply strategic practices, with scaffolding and then independently,
		G PRINCIPLE ROR READING LITE			to approach new literacy tasks.
			Collaborate with others to create		
		and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical, d choices shape meaning or tone.	6	new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.5.4	RL.6.4	RL.7.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of	8	Engage in specialized, discipline- specific literacy practices.
Ť	in mythology, and analyze how those words and phrases shape meaning.	analyze the impact of a specific word choice on meaning and tone.	rhymes and other repetitions of sounds on a passage.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	, , ,	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			motes lifelong learning.
		s and phrases as they are used in a act of a specific WORD CHOICE on	text, including figurative and connota-		HOME
	tive meanings, analyze the imp	275	meaning and TONE.		HOWE

	GUIDING	PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
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.					Literacy Practices
	PROGRESSION				Recognize that text is anything that
RL.5.5	RL.5.5 RL.6.5 RL.7.5				communicates a message.
Analyze and explain to all structure of poem and dramas in two or	ns, stories t	Analyze how a particular sen- tence, paragraph, chapter, sce- ne or stanza fits into the overall	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	2	Employ, develop and refine schema to understand and create text.
texts including but no to linear, nonlinear, a lar structures.	and circu- ι	structure of a text and contributes to the development of the theme, setting or plot.		3	View literacy experiences as transactional, interdisciplinary and transformational.
- I	italic) = Compre	IULTIDIIMENSIONALITY - RL.6.: ehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand selfothers and the world.
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.					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PRINCIPLE ROR READING LITE		6	Collaborate with others to create new meaning.
6. Students will analy	ze how point	PROGRESSION	se shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
RL.5.6 Describe how a narra	ator's or F	RL.6.6 Explain how an author develops	RL.7.6 Analyze how an author develops and	8	Engage in specialized, discipline-
speaker's perspective ences how events are	e influ- t	the perspective of the narrator or speaker in a text.	contrasts the perspective of different characters or narrators in a text.		specific literacy practices.
scribed.		'		9	Apply high level cognitive processes to think deeply and critically about text.
Green (i		MULTIDIMENSIONALITY - RL.6.6 ehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	Explain how an author develops the PERSPECTIVE of the narrator or speaker in a text.				

		IG PRINCIPLE ROR READING LIT	ron-print forms of text found in diverse		Interdisciplinary Literacy Practices
		1	Recognize that text is anything that		
	RL.5.7 RL.6.7 RL.7.7				communicates a message.
	Analyze how visual and multi- media elements contribute to the meaning or tone of non-	Compare/contrast reading a print text and viewing its visual/oral presentation.	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of tech-	2	Employ, develop and refine schema to understand and create text.
	print texts.		niques unique to each medium.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Croon (italic) - Com	MULTIDIMENSIONALITY - RL.6. orehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.
┚		RINT TEXT and viewing its VISUAL/C		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE ROR READING LIT	ERATURE	6	Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance are		ms and evidence in a text, assessing the	7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	RL.5.8 (Not applicable to literature)	RL.6.8 (Not applicable to literature)	RL.7.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
			Davidan a litanan i davida atkata		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT (Not applicable to literature)			10	Develop a literacy identity that promotes lifelong learning.
	,				HOME

	GUIDIN	IG PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
	9. Students will analyze how tw knowledge or to compare the a		Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	RL.5.9	RL.6.9	1	communicates a message.	
	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.	2	Employ, develop and refine schema to understand and create text.
	and topics.		dutilors use instory.		View literacy experiences as transac-
		MULTIDIIMENSIONALITY - RL.6.		3	tional, interdisciplinary and transfor-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
ייט	Compare/contrast how VARIOUS FORMS OR GENRES OF TEXTS approach a SIMILAR THEME OR TOPIC.				guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE ROR READING LITERATURE				Apply strategic practices, with
	10. Students will read, comprehend and analyze complex literary texts independently and proficiently.				scaffolding and then independently, to approach new literacy tasks.
	RL.5.10	RL.6.10	RL.7.10	6	Collaborate with others to create new meaning.
	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly	By the end of the year, flexibly use a		, and the second
	lise a variety of comprehension		variety of comprehension strategies (i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-		
	strategies (i.e., questioning, monitoring, visualizing, infer-	use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	ing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	(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	7 8	•
	strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	strategies (i.e., questioning, mon- itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com-		share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about
	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.	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.6.1	(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.	8	share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes
	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. **Green (italic) = Complex Green (italic) = Complex Green, flexibly (italic) = Green, flexibly (i	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.6.1 prehension Purple (bold) = Analysis 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.	8	share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about

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

	1. Students will read closely to c		itly and to make logical inferences from		Interdisciplinary Literacy Practices
	it; cite specific textual evidence	to support conclusions drawn from PROGRESSION	the text.	1	Recognize that text is anything that
	RI.5.1	RI.6.1	RI.7.1		communicates a message.
	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
	ing inferences from the text.	drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp		MAROON (CAPS) = CONTENT explicitly as well as inferences drawn	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	from the text. GUIDING PRI	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
12			development; cite specific textual evipport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.5.2	RI.6.2	RI.7.2	7	share with others.
	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit	Analyze how the central ideas are reflected in a text by citing particular details and/or provid-	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing	8	Engage in specialized, discipline- specific literacy practices.
	evidence to support thinking.	ing an objective summary.	or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.6.2	MAROON (CAPS) = CONTENT		
	Green (italic) = Comp Analyze how the CENTRAL IDEA	10	Develop a literacy identity that promotes lifelong learning.		
	objective summary.	,	,, -,, -, -, -, -, -, -, -, -, -, -, -,		HOME

	NCIPLE FOR READING INFORMA	ATIONAL TEXT develop and interact over the course of		Interdisciplinary Literacy Practices		
	PROGRESSION					
RI.5.3	RI.6.3	RI.7.3	1	communicates a message.		
Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific, or	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	Analyze the interactions between individuals, events and ideas over the course of a text.	2	Employ, develop and refine schema to understand and create text.		
technical text based on specific information over the course of a text.	text.		3	View literacy experiences as transa tional, interdisciplinary and transfo mational.		
	MULTIDIMENSIONALITY - RI.6.3 rehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand selections others and the world.		
Analyze in detail how an author	Analyze in detail how an author develops a KEY INDIVIDUAL, EVENT, OR IDEA over the course of a text.					
4. Students will interpret words a	NCIPLE FOR READING INFORMA and phrases as they are used in a to , and analyze how specific word ch	ext, including determining technical, con-	6	Collaborate with others to create new meaning.		
	PROGRESSION			Utilize digital resources to learn and		
RI.5.4	RI.6.4	RI.7.4	7	share with others.		
Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.		
how those words and phrases shape meaning.	meanings; analyze the impact of a specific word choice on meaning and tone.	pact of word choice on tone.	9	Apply high level cognitive processes to think deeply and critically about text.		
	MULTIDIMENSIONALITY RI.6.4					
Green (italic) = Comp.	rehension Purple (bold) = Analysis	(bold) = Analysis MAROON (CAPS) = CONTENT		Develop a literacy identity that pro- motes lifelong learning.		
P •	and phrases as they are used in a the impact of a specific WORD CH	text, including figurative, connotative OICE on meaning and TONE.		HOME		

GUIDING PR 5. Students will analyze the strutions of the text relate to each of	Interdisciplinary Literacy Practices			
	1	Recognize that text is anything that communicates a message.		
RI.5.5 Compare/contrast the overall structure of events, ideas, concepts or information in	RI.6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall	RI.7.5 Analyze the structure an author uses to organize a text, including how the different sections contribute to the	2	Employ, develop and refine schema to understand and create text.
two or more texts.	structure of a text and contrib- utes to the development of the ideas.	whole and to the development of the ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.6.5 orehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.
Analyze how a particular senter and contributes to the development	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.
6. Students will analyze how poi	nt of view, perspective and purpose PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
RI.5.6 Analyze multiple accounts of the same event or topic,	RI.6.6 Determine an author's perspective and purpose in a text, and	RI.7.6 Determine an author's perspective and purpose in a text, and analyze	8	Engage in specialized, discipline- specific literacy practices.
noting important similarities and differences in the perspective they represent.	explain how it is conveyed in a text.	how the author distinguishes his or her position from that of others.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.6.6 orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
Determine an author's PERSPEC	TIVE and PURPOSE in a text and exp	plain now it is conveyed in a text.		HOME

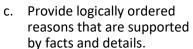
7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Interdisciplinary Literacy Practices	
	PROGRESSION				
RI.5.7	RI.6.7	RI.7.7	1	communicates a message.	
Analyze information from multiple print and non-print formats, demonstrating the	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non- print version of a text, analyzing each media's portrayal of the subject and its	2	Employ, develop and refine schema to understand and create text.	
ability to locate an answer to a question quickly or to solve a problem efficiently.	understanding of a topic or issue.	impact on the audience.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
-1	MULTIDIMENSIONALITY - RI.6. prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand selforthers and the world.	
of a topic or issue.	d in PRINT AND NON-PRINT FORMA	ATS to develop a coherent understanding	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		ational text ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
validity) reasoning, relevance at	PROGRESSION		7	Utilize digital resources to learn and share with others.	
RI.5.8	RI.6.8	RI.7.8	'		
Explain how an author uses reasons and evidence to support particular claims in a	Identify and evaluate the argument and specific claims in a text, distinguishing claims that	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.	
text, identifying which reasons and evidence support which claim(s).	are supported by reasons and evidence from unsupported claims.	the evidence is relevant and sufficient to support the claims.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.6. prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
Identify and evaluate the ARGU ported by REASONS and EVIDEN		HOME			

GUIDING PRIN	ICIPLE FOR READING INFORMAT	IONAL TEXT		Interdisciplinary
9. Students will analyze how two knowledge or to compare the app		Literacy Practices		
	PROGRESSION	1	Recognize that text is anything that	
RI.5.9	RI.6.9	RI.7.9	1	communicates a message.
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	2	Employ, develop and refine schema to understand and create text.
		different interpretations of facts.		View literacy experiences as transac-
Ŋ	MULTIDIMENSIONALITY - RI.6.9		3	tional, interdisciplinary and transformational.
Green (italic) = Compr	ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
Compare/contrast how TWO OR	MORE AUTHORS present SIMILAR EV	/ENTS.	4	guage arts to better understand self,
GUIDING PRIN	NCIPLE FOR READING INFORMAT	IONAL TEXT		others and the world.
		al texts independently and proficient-	5	Apply strategic practices, with scaffolding and then independently,
ly.	a and analyze complex information	ar texts independently and pronoient)	to approach new literacy tasks.
	PROGRESSION			Callabarata with athers to create
RI.5.10	RI.6.10	RI.7.10	6	Collaborate with others to create new meaning.
By the end of the year, flexibly	RI.6.10 By the end of the year, flexibly	By the end of the year, flexibly use	6	new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	6 7	
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	RI.6.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,	7	new meaning. Utilize digital resources to learn and
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,	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,	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,		new meaning. Utilize digital resources to learn and share with others.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade level appropriate, complex in-	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 gradelevel appropriate, complex infor-	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	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices.
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	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 gradelevel 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 appropri-	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, 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.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 gradelevel appropriate, complex infor-	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	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes
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.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 gradelevel 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.	7 8 9	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
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. No Green (italic) = Compression of the year, flexibly use	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 gradelevel appropriate, complex informational texts independently and proficiently. SULTIDIMENSIONALITY - RI.6.10 Schension Purple (bold) = Analysis Mele a variety of comprehension strategory.	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. JAROON (CAPS) = CONTENT gies (i.e., questioning, monitoring, vis-	7	new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about
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. **Mathematical Comprehencion of the year, flexibly use ualizing, inferencing, summarizing the strategies of the year, flexibly use the send of the year, flexibly use the year.	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 gradelevel appropriate, complex informational texts independently and proficiently. IULTIDIMENSIONALITY - RI.6.10 The end of the year, flexibly using prior knowledge, development in the proficient in the proficient in the proficient in the profice in	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.	7 8 9	new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive process to think deeply and critically about text. Develop a literacy identity that pr

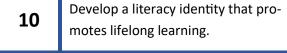
	Composition – Grade 6	Interdisciplinary Literacy Practices		
	Text Types and Purposes	4	Recognize that text is anything that	
	Compose arguments to support claims with clear reasons and relevant evidence.	1	communicates a message.	
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.	
	b. Introduce claim(s) and organize the reasons and evidence clearly.		View literacy experiences as transac-	
<u>C.6.1</u>	c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transformational.	
	d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.		Utilize receptive and expressive lan-	
	e. Establish and maintain a formal style.	4	guage arts to better understand self,	
	. Provide a concluding statement or section that follows from the argument presented.		others and the world.	
	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	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.		Collaborate with others to create new meaning.	
	 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include for- 		new meaning.	
			Utilize digital resources to learn and share with others.	
	matting, graphics and multimedia when useful to aiding comprehension.		Engage in specialized, discipline-	
<u>C.6.2</u>	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	8	specific literacy practices.	
	d. Use appropriate transitions to clarify the relationships among ideas and concepts.		Apply high level cognitive processes	
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about	
	f. Establish and maintain a formal style.		text.	
	g. Provide a concluding statement or section that follows from the information or explanation presented.	10	Develop a literacy identity that pro- motes lifelong learning.	
	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.	HOME		

	Composition - Grade 6		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.	1	communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 	3	View literacy experiences as transactional, interdisciplinary and transfor-
663	c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		mational. Utilize receptive and expressive lan-
<u>C.6.3</u>	 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. 		guage arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently,
			to approach new literacy tasks.
			Collaborate with others to create new meaning.
	Production and Distribution		Utilize digital resources to learn and
<u>C.6.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	share with others.
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-
C.6.5	Conduct short research projects to answer a question, drawing on several sources.	0	specific literacy practices.
<u> </u>	conduct short rescuren projects to answer a question, arawing on several sources.		Apply high level cognitive processes
<u>C.6.6</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-		to think deeply and critically about text.
	ing plagiarism by providing in-text and bibliographic MLA or APA citation.		Develop a literacy identity that pro-
	Range of Writing	10	motes lifelong learning.
<u>C.6.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

	ING PRINCIPLE FOR COMPOSITIO			
1. Students will compose argume	Interdisciplinary Literacy Practices			
valid reasoning and relevant and	sufficient evidence.			Recognize that text is anything that
	PROGRESSION		1	communicates a message.
C.5.1	C.6.1	C.7.1		
Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	2	Employ, develop and refine schema to understand and create text.
writer's perspective with reasons and information. (NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	3	View literacy experiences as transactional, interdisciplinary and transformational.
opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	4	Utilize receptive and expressive language arts to better understand self, others and the world.
resources.) a. Produce clear and coherent writing in which the devel-	sources.) a. Produce clear and coherent writing in which the develop-	 a. Produce clear and coherent writing in which the develop- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
opment and organization are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, purpose and audience.	anization and style ment, organization and style priate to task, pur-		Collaborate with others to create new meaning.
b. Introduce a topic or text clearly, state an opinion and create an organization-	 b. Introduce claim(s), and or- ganize the reasons and evi- dence clearly. 	b. Introduce claim(s), acknowledge opposing claims and counter/refute them and	7	Utilize digital resources to learn and share with others.
al structure in which ideas are logically grouped to support the writer's pur- pose.		organize the reasons and evidence logically.	8	Engage in specialized, discipline- specific literacy practices.
c. Provide logically ordered reasons that are supported	c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	9	Apply high level cognitive processes to think deeply and critically about



- reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.
- reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



text.



				PROGRESSION				Interdisciplinary
		C.5.1		C.6.1		C.7.1		Literacy Practices
	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.	1	Recognize that text is anything that communicates a message.
			e.	Establish and maintain a for-	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
				mal style.		propriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
•	e.	Provide a concluding section.	f.	Provide a concluding state- ment or section that follows from the argument present-	f.	Provide a concluding statement or section that supports the argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f.	With guidance and sup-	g.	With some guidance, devel-	g.	With some guidance, develop	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		port from peers and adults, develop and strengthen writing as		op and strengthen writing as needed by planning, revising, editing, rewriting, or trying a		and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach,	6	Collaborate with others to create new meaning.
		needed by planning, revising, editing, rewriting or trying a new ap-		new approach.		focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.
		proach.					8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

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

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

HOME

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

MULTIDIMENSIONALITY - C.6.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
 Introduce a topic; previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include for- matting, graphics and multimedia when useful to aiding comprehension. 	_	mational. Utilize receptive and expressive lan-
c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information	4	guage arts to better understand self, others and the world.
d. Use appropriate TRANSITIONS to clarify the relationships among ideas and concepts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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 present- 	6	Collaborate with others to create new meaning.
 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, re- 	7	Utilize digital resources to learn and share with others.
writing or trying a new approach, focusing on how well purpose and audience have been addressed.	8	Engage in 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

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

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

MULTIDIMENSIONALITY - C.6.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	ا	Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	3	View literacy experiences as transactional, interdisciplinary and transfor-
 Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters. 		mational. Utilize receptive and expressive lan-
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	guage arts to better understand self, others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. Provide a conclusion that follows from the narrated experiences or events.		Collaborate with others to create
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	new meaning.
trying a new approach.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

GUID	DING PRINCIPLE FOR COMPOSITION	ON CONTRACTOR OF THE CONTRACTO		Interdisciplinary	
4. Students will use digital resour with others.	Students will use digital resources to create and publish products as well as to interact and collaborate with others.				
PROGRESSION				Recognize that text is anything that	
C.5.4	C.6.4	C.7.4	1	communicates a message.	
With limited guidance and support from adults, use digital resources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to interact and collaborate with others; cite	2	Employ, develop and refine schem to understand and create text.	
products as well as to interact and collaborate with others.	others; cite sources using MLA or APA format.	sources using MLA or APA format.	3	View literacy experiences as trans- tional, interdisciplinary and transfe mational.	
	MULTIDIMENSIONALITY - C.6.4			Utilize receptive and expressive la	
	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.				Apply strategic practices, with	
GUID	DING PRINCIPLE FOR COMPOSITION	DN	5	scaffolding and then independent to approach new literacy tasks.	
	DING PRINCIPLE FOR COMPOSITION well as more sustained research prothe subject under investigation.		5 6	·	
5. Students will conduct short as	s well as more sustained research pro		6	Collaborate with others to create	
5. Students will conduct short as	s well as more sustained research pro the subject under investigation.			to approach new literacy tasks. Collaborate with others to create new meaning.	
5. Students will conduct short as demonstrating understanding of C.5.5 Conduct short research projects that use several sources to build knowledge through	well as more sustained research protein the subject under investigation. PROGRESSION	C.7.5 Conduct short research projects to answer a question, drawing on several sources and generating addi-	6	to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn ar	
5. Students will conduct short as demonstrating understanding of C.5.5 Conduct short research projects that use several sources	well as more sustained research prothe subject under investigation. PROGRESSION C.6.5 Conduct short research projects to answer a question, drawing on	C.7.5 Conduct short research projects to answer a question, drawing on sev-	7	to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn ar share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processes	
C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	well as more sustained research prothe subject under investigation. PROGRESSION C.6.5 Conduct short research projects to answer a question, drawing on	C.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for	6 7 8	to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn ar share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processe to think deeply and critically about text.	
C.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Green (italic) = Compression of the Compressi	well as more sustained research prothe subject under investigation. PROGRESSION 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. AROON (CAPS) = CONTENT	6 7 8	to approach new literacy tasks. Collaborate with others to create new meaning. Utilize digital resources to learn ar share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processe to think deeply and critically about	

	GUIDING PRINCIPLE			Interdisciplinary	
and accuracy of each source,	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.				
S p a s	PROGRESSION	1	Recognize that text is anything that		
C.5.6	C.6.6	C.7.6		communicates a message.	
Summarize relevant infor- mation from experiences or gather relevant information	Gather relevant information from multiple print and digital sources; assess the credibility of each	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schem to understand and create text.	
from multiple print and digita sources; summarize or paraphrase applicable information in notes and finished work,	som multiple print and digital source; and, in order to reflect or interpret, quote or paraphrase dahrase applicable information ta and conclusions of others, avoid-		3	View literacy experiences as transational, interdisciplinary and transformational.	
and provide a list of sources.	and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	4	Utilize receptive and expressive language arts to better understand seathers and the world.	
	rom multiple print and digital sources; as	sess the credibility of each source;	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.	
	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.				
7. Students will compose rout and audiences.	GUIDING PRINCIPLE inely over extended and shorter time fra	mes for a variety of tasks, purposes,	7	Utilize digital resources to learn ar share with others.	
	PROGRESSION			Engage in specialized, discipline-	
C.5.7	C.6.7	C.7.7	8	specific literacy practices.	
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.	9	Apply high level cognitive processe to think deeply and critically about text.	
	MULTIDIMENSIONALITY - C.6.7				
Green (italic) = Co	mprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.	
Compose routinely over external and audiences.	nded time frames and shorter time fram	nes for a variety of tasks, purposes		HOME	

	Language – Grade 6	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
	In both written and oral expression:	1	communicates a message.
<u>L.6.1</u>	b. Recognize and correct inappropriate shifts in pronoun number and person.		Employ, develop and refine schema to understand and create text.
	c. Recognize variations from standard English and implement strategies to improve expression in conventional language.		View literacy experiences as transactional, interdisciplinary and transformational. Utilize receptive and expressive language arts to better understand self, others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	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.		
<u>L.6.2</u>			
	Knowledge of Language		11.7
<u>L.6.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Vary sentence patterns for meaning, reader/listener interest and style.		
	b. Maintain consistency in style and tone.		Collaborate with others to create
	Vocabulary Acquisition and Use	6	new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and share with others.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		Engage in specialized, discipline-
<u>L.6.4</u>	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.c. Consult print and digital reference materials to find the pronunciation and determine or clarity the	8	specific literacy practices.
	precise meaning of key words and phrases.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.6.5</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	b. Use the relationship between particular words to better understand each of the words.c. Distinguish among the connotations of words with similar denotations.		HOME

	GUIDING PRINCIPLE FOR LANGUAGE 1. Students will demonstrate command of the conventions of standard English grammar and usage when				Interdisciplinary	
18	writing and speaking.	Literacy Practices				
	PROGRESSION			_	Recognize that text is anything that	
	L.5.1	L.6.1	L.7.1	1	communicates a message.	
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	In both written and oral expression:	In both written and oral expression:	2	Employ, develop and refine schema to understand and create text.	
	 a. Explain the function of con- junctions, prepositions, and interjections in a grade-level 	Recognize vague pronouns and correct pronoun errors, including but not limited to subject.	a. Create sentences using cor- rectly placed clauses and	r- 3	View literacy experiences as transactional, interdisciplinary and transformational.	
	text. b. Use the perfect verb tenses.	ing but not limited to subjective, objective, possessive and intensive pronouns.b. Recognize and correct inappropriate shifts in pronoun number and person.	b. Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal differing relationships among ideas.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	c. Use verb tense to convey various times, sequences, states, and conditions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	d. Produce complete sentences recognizing and correcting c. Recognize variations from standard English and implement strategies to improve		6	Collaborate with others to create new meaning.		
	inappropriate shifts in verb tense.	expression in conventional language.		7	Utilize digital resources to learn and share with others.	
	e. Use correlative conjunctions. M	ULTIDIMENSIONALITY - L.6.1		8	Engage in specialized, discipline- specific literacy practices.	
7	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT In both written and oral expression:				Apply high level cognitive processes to think deeply and critically about text.	
	 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 con- 			10	Develop a literacy identity that pro- motes lifelong learning.	
	ventional language.	249			HOME	

	GUIDING PRINCIPLE FOR LANGUAGE 2. Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.			
	PROGRESSION			Recognize that text is anything that
L.5.2	L.6.2	L.7.2	1	communicates a message.
When writing:	When writing:	When writing:		, , , , , , , , , , , , , , , , , , ,
a. Use punctuation to separate items in a series.		a. Demonstrate appropriate use of a comma to separate	2	Employ, develop and refine schema to understand and create text.
b. Use a comma to separate an introductory element from	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	b. Demonstrate appropriate use of strategies and reserves.	3	View literacy experiences as transactional, interdisciplinary and transformational.
c. Use a comma to set off the words yes and no, to set off	 b. Demonstrate appropriate use of strategies to identify and correct spelling errors. 		4	Utilize receptive and expressive language arts to better understand self, others and the world.
a tag question from the rest of the sentence and to indi- cate direct address.	ag question from the rest the sentence and to indi- te direct address. e underlining, quotation arks or italics to indicate les of works. e strategies and resources	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
d. Use underlining, quotation marks or italics to indicate titles of works.			6	Collaborate with others to create new meaning.
e. Use strategies and resources (print and electronic) to			7	Utilize digital resources to learn and share with others.
identify and correct spelling errors.			8	Engage in specialized, discipline- specific literacy practices.
	MULTIDIMENSIONALITY - L.6.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT When writing:			
a. Demonstrate appropriate use of STRICTIVE/PARENTHETICAL ELE	F PUNCTUATION (COMMAS, PARENTHES MENTS. F strategies to identify and correct spelling		10	Develop a literacy identity that promotes lifelong learning.
	250			HOME

GUID	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		communicates a message.
Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
a. Expand, combine, and re-	a. Vary sentence patterns for	a. Choose language that express-	3	View literacy experiences as transactional, interdisciplinary and transformational.
duce sentences for meaning, reader/listener interest and style.	meaning, reader/listener interest and style.	meaning, reader/listener es ideas precisely and concise- interest and style. ly, recognizing and eliminating wordiness and redundancy.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
b. Compare and contrast the varieties of English (e.g., dia-	b. Maintain consistency in style and tone.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
lects, registers, slang) used in stories, dramas or poems.			6	Collaborate with others to create new meaning.
M Green (italic) = Compre	IULTIDIMENSIONALITY - L.6.3 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
Use knowledge of language and its	conventions when writing, speaking	g, reading or listening.	8	Engage in specialized, discipline- specific literacy practices.
	a. Vary sentence patterns for meaning, reader/listener interest and style.b. Maintain consistency in style and tone.			Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
	251			HOME

4. Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general				Interdisciplinary Literacy Practices	
sulting 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				Recognize that text is anything that communicates a message.	
L.5.4 Determine or clarify the meaning of unknown and multiple-	L.6.4 Determine or clarify the meaning of unknown and multiple-	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.	
meaning words and phrases meaning words and phrases words and phrases based on grade 5 reading and content, choosing flexibly from an content, choosing flexibly from an of unknown and multiple-meaning words and phrases words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.			
array of strategies.	array of strategies.		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
effect relationships and com- parisons in text) as a clue to meaning of a sentence or par- agraph; a word's position or graph; a word's position or	 Use context (e.g., the overall meaning of a sentence or para- graph; a word's position or func- tion in a sentence) as a clue to 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
phrase.	clue to the meaning of a word or phrase.	the meaning of a word or phrase.	6	Collaborate with others to create new meaning.	
b. Use common affixes and roots as clues to the meaning	b. Use Greek and Latin affixes and roots as clues to the	b. Use Greek and Latin affixes and roots as clues to the meaning of	7	Utilize digital resources to learn and share with others.	
of a word.	meaning of a word.	a word.	8	Engage in specialized, discipline- specific literacy practices.	
c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning	c. Consult print and digital reference materials to find the pronunciation and determine or clariy the precise meaning of key	9	Apply high level cognitive processes to think deeply and critically about text.	
of key words and phrases.	of key words and phrases.	words and phrases.	10	Develop a literacy identity that promotes lifelong learning.	
				HOME	

	PROGRESSION			Interdisciplinary
L.5.4	L.6.4	L.7.4		
 d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, 	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	 d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; 	1	Recognize that text is anything that communicates a message.
including those that signal contrast, addition and other logical relationships.	vocabulary knowledge when considering a word or phrase important to comprehension	gather vocabulary knowledge when considering a word or phrase important to compre-	2	Employ, develop and refine schema to understand and create text.
j	or expression.	hension or expression.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	IULTIDIMENSIONALITY - L.6.4 Chension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Determine or clarify the meaning of reading and content, choosing flex	of unknown and multiple-meaning wo kibly from an array of strategies.	rds and phrases based on grade 6	6	Collaborate with others to create new meaning.
sentence) as a clue to the mea	meaning of a sentence or paragraph; ining of a word or phrase. S AND ROOTS as clues to the meaning	·	7	Utilize digital resources to learn and share with others.
	ence materials to find the pronunciation		8	Engage in specialized, discipline- specific literacy practices.
	ade-appropriate general academic a nowledge when considering a word o	·	9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME

	GUIDI	NG PRINCIPLE FOR LANGUAGE			Interdisciplinary	
	5. Demonstrate understanding of w	ord relationships and nuances in wor	d meanings.		Literacy Practices	
		PROGRESSION			Recognize that text is anything that	
	L.5.5	L.6.5	L.7.5	1	communicates a message.	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.	
	choosing flexibly from an array of strategies. a. Interpret figurative language,	 a. Interpret figurative language, including but not limited to 	a. Interpret figurative lan- guage, including but not lim-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
_	including similes and meta- phors, in context.	personification, in context. b. Use the relationship between	b. Use the relationship between b. Use the relationship be-	ited to allusions, in context.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 Recognize and explain the meaning of common idioms, adages and proverbs. 	understand each of the words. c. Distinguish among the con-	tand each of the improve understanding. c. Distinguish among the con-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 Demonstrate understanding of words by relating them to their synonyms and anto- nyms. 	notations of words with similar denotations.	notations of words with similar denotations.	6	Collaborate with others to create new meaning.	
	·			7	Utilize digital resources to learn and share with others.	
	ML	JLTIDIMENSIONALITY - L.6.5		8	Engage in specialized, discipline- specific literacy practices.	
		ension Purple (bold) = Analysis MAR rative language, word relationships		9	Apply high level cognitive processes to think deeply and critically about text.	
♬	b. Use the relationship between p	GE, including but not limited to PERSO articular words to better understand TATIONS OF WORDS WITH SIMILAR D	d each of the words.	10	Develop a literacy identity that promotes lifelong learning.	
		254			HOME	

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

GUIDII	NG PRINCIPLE FOR READING LITE	ERATURE		Interdisciplinary	
1. Students will read closely ences from it; cite specific te		Literacy Practices			
	PROGRESSION		1	Recognize that text is anything the	
RL.6.1	RL.7.1	RL.8.1	1	communicates a message.	
Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer- ences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine scher to understand and create text.	
	the text.			View literacy experiences as trans	
	MULTIDIMENSIONALITY - RL.7.	1	3	tional, interdisciplinary and trans mational.	
Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive l	
CITE SEVERAL PIECES OF TEXTU inferences drawn from the tex	4	guage arts to better understand others and the world.			
GUIDII	GUIDING PRINCIPLE FOR READING LITERATURE				
		nalyze their development; cite specific tions to support conclusions drawn from	6	Collaborate with others to create new meaning.	
	PROGRESSIONS			Utilize digital resources to learn a	
RL.6.2	RL.7.2	RL.8.2	7	share with others.	
Analyze how the theme is reflected in the text by citing particular details and/or providing an objec-	Determine themes of a text and analyze their develop- ment through citing textual evidence, paraphrasing or	Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual	8	Engage in specialized, discipline- specific literacy practices.	
tive summary.	summarizing.	evidence, paraphrasing or summa- rizing.	9	Apply high level cognitive proces to think deeply and critically abotext.	
	MULTIDIMENSIONALITY - RL.7.				
	prehension Purple (bold) = Analysis and analyze their development through	MAROON (CAPS) = CONTENT ugh citing textual evidence, paraphras-	10	Develop a literacy identity that p motes lifelong learning.	
ing or summarizing.				HOME	
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	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.6.3	RL.7.3	RL.8.3		communicates a message.
	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and de-	Analyze how particular ele- ments of a story or drama influ- ence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a	2	Employ, develop and refine schema to understand and create text.
	termine how the characters respond or change as the plot moves toward a resolution.		character, or provoke a decision.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.7.	3		Utilize receptive and expressive lan-
	Green (italic) = Comp Analyze how particular ELEMEN	4	guage arts to better understand self, others and the world.		
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		to approach new interacy tasks.
		and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.6.4	RL.7.4	RL.8.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of spe-	8	Engage in specialized, discipline- specific literacy practices.
•	meanings; analyze the impact of a specific word choice on meaning and tone.	analyze the impact of rhymes and other repetitions of sounds on a passage.	cific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	4		Develop a literatura (d. 1881).
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
		act of RHYMES AND OTHER REPETI	text, including figurative and connota- TIONS OF SOUNDS on a passage.		HOME

			ic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.6.5	RL.7.5	RL.8.5		communicates a message.
	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the	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	2	Employ, develop and refine schema to understand and create text.
	overall structure of a text and contributes to the development of the theme, setting or plot.		contributes to its meaning and style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RL.7.: orehension Purple (bold) = Analysis	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Analyze how the form or STRUG	CTURE of a drama, poem or prose to	ext contributes to its meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		JIDING PRINCIPLE FOR READING		6	Collaborate with others to create new meaning.
	6. Students will analyze now poi	int of view, perspective and purpos	e shape the content and style of a text.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.6.6	RL.7.6	RL.8.6		Face and in an additional editoriality of
	Explain how an author develops the perspective of the	Analyze how an author develops and contrasts the perspective of different characters or	Analyze characters' and readers' perspectives and how the differences cre-	8	Engage in specialized, discipline- specific literacy practices.
	narrator or speaker in a text.	narrators in a text.	ate effects, including but not limited to suspense, humor and empathy.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	6		De alexandre de de de de
	, , ,	prehension Purple (bold) = Analysis	· · ·	10	Develop a literacy identity that promotes lifelong learning.
Ĭ	Analyze how an author development.	os and contrasts the PERSPECTIVE o	of different characters or narrators in a		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	7. Students will integrate and evented and formats.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.6.7	RL.7.7	RL.8.7	_	communicates a message.
	Compare/contrast reading a print text and viewing its visual/oral presentation.	Compare/contrast reading a print text and viewing its visual/ oral presentation, analyzing the	Analyze the extent to which a filmed/ live production of a story or drama stays faithful to or departs from the	2	Employ, develop and refine schema to understand and create text.
		effects of techniques unique to each medium.	text or script, evaluating choices made by the director or actors.	3	View literacy experiences as transactional, interdisciplinary and transformational.
					Utilize receptive and expressive lan-
		MULTIDIMENSIONALITY - RL.7.		4	guage arts to better understand self, others and the world.
♬	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of TECHNIQUES UNIQUE TO EACH MEDIUM.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	READING GU	JIDING PRINCIPLE FOR READING	G LITERATURE	6	Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RL.6.8 (Not applicable to literature)	RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.8	8		Dovolon a litara avidantitu that
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	(Not applicable to literature)				HOME
		259		-	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9	9. Students will analyze how two knowledge or to compare the a	o or more texts address similar then pproaches the authors take.	mes or topics in order to build		Literacy Practices
		PROGRESSION		4	Recognize that text is anything that
	RL.6.9	RL.7.9	RL.8.9	1	communicates a message.
	Compare/contrast how various forms or genres of texts 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	2	Employ, develop and refine schema to understand and create text.
		tory.	new.		View literacy experiences as transac
		MULTIDIMENSIONALITY - RL.7.	9	3	tional, interdisciplinary and transfor-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
	Compare/contrast a FICTIONAL	PORTRAYAL and A HISTORICAL ACC	COUNT OF THE SAME PERIOD as a	4	Utilize receptive and expressive lan-
	means to understand how autho	ors use history.		4	guage arts to better understand self, others and the world.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Apply strategic practices, with
\$			exts independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION		6	Collaborate with others to create new meaning.
	RL.6.10	RL.7.10	RL.8.10	Ů	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.
	grade-level appropriate, complex literary texts independently and proficiently.	appropriate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
		MULTIDIMENSIONALITY - RL.7.1			text.
7	By the end of the year, flexibly u	•	MAROON (CAPS) = CONTENT tegies (i.e., questioning, monitoring, vis- edge, determining importance) to read,	10	Develop a literacy identity that promotes lifelong learning.
	J		ITERARY TEXTS independently and pro-		HOME
	,	260			

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

GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary	
1. Students will read closely to c it; cite specific textual evidence		Literacy Practices			
	PROGRESSION		1	Recognize that text is anything that	
RI.6.1	RI.7.1	RI.8.1		communicates a message.	
Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer-	Cite several pieces of textual evidence to support analysis of what the text says explicitly as	Cite relevant textual evidence to sup- port analysis of what the text says ex- plicitly as well as inferences drawn	2	Employ, develop and refine schema to understand and create text.	
ences drawn from the text.	well as inferences drawn from the text.	from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY -RI.7.1	l .		Utilize receptive and expressive lan-	
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,	
		what the text says explicitly as well as		others and the world.	
inferences drawn from the text	5	Apply strategic practices, with scaffolding and then independently,			
GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		to approach new literacy tasks.	
	·	development; cite specific textual evioport conclusions drawn from the text.	6	Collaborate with others to create new meaning.	
	PROGRESSION			Utilize digital resources to learn and	
RI.6.2	RI.7.2	RI.8.2	7	share with others.	
Analyze how the central ideas are reflected in a text by citing particular details and/or	Determine central ideas of a text and analyze their development through citing textual evi-	Determine central ideas of a text and analyze how they are developed through relationships of key details,	8	Engage in specialized, discipline- specific literacy practices.	
providing an objective sum- mary.	dence, paraphrasing or summa- rizing.	citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY -RI.7.2		_		
	text and analyze their development	MAROON (CAPS) = CONTENT t through citing textual evidence, para-	10	Develop a literacy identity that pro- motes lifelong learning.	
phrasing or summarizing.				HOME	

	INCIPLE FOR READING INFORMA	ATIONAL TEXT develop and interact over the course of		Interdisciplinary
a text.	a wity marviadals, events and facus	develop and interdet over the coarse of		Literacy Practices
	1	Recognize that text is anything that		
RI.6.3	RI.7.3	RI.8.3		communicates a message.
Analyze in detail how an author develops a key individual, event or idea over the course	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions	2	Employ, develop and refine schema to understand and create text.
of a text.		between ideas over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY -RI.7.3	3		Utilize receptive and expressive lan-
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
Analyze the INTERACTIONS BET	WEEN INDIVIDUALS, EVENTS AND I	DEAS over the course of a text.		others and the world.
	5	Apply strategic practices, with scaffolding and then independently,		
GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		to approach new literacy tasks.
	s and phrases as they are used in nings, and analyze how specific wor	a text, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RI.6.4	RI.7.4	RI.8.4	7	share with others.
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and tech-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
nical meanings; analyze the impact of a specific word choice on meaning and tone.	meanings; analyze the impact of word choices on meaning and tone.	pact of specific word choices on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY -RI.7.4	4		Develop a literacy identity that pro
Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
9 9	s and phrases as they are used in a the impact of WORD CHOICES on	text, including figurative, connotative meaning and TONE.		HOME
	763			

5. Students will analyze the str tions of the text relate to each		ATIONAL TEXT ic sentences, paragraphs, and larger por-		Interdisciplinary Literacy Practices
	PROGRESSION			
RI.6.5	RI.7.5	RI.8.5	1	communicates a message.
Analyze how a particular sentence, paragraph, chapter or section fits into the overall	Analyze the structure an author uses to organize a text, including how the different sections	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in de-	2	Employ, develop and refine schema to understand and create text.
structure of a text and contributes to the development of the ideas.	contribute to the whole and to the development of the ideas.	veloping and refining a key concept.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Cor	MULTIDIMENSIONALITY –RI.7.5 nprehension Purple (bold) = Analysis	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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.			
C Students will analyze how n	RINCIPLE FOR READING INFORMA	ATIONAL TEXT se shape the content and style of a text.	6	Collaborate with others to create new meaning.
6. Students will analyze now pr	PROGRESSION	the shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
RI.6.6	RI.7.6	RI.8.6	\vdash	
Determine an author's per-	Determine an author's perspec-	Determine an author's perspective	8	Engage in specialized, discipline-
spective and purpose in a text,		and purpose in a text, and analyze		specific literacy practices.
·		and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.
spective and purpose in a text, and explain how it is conveyed	analyze how the author distin- guishes his or her position from	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about
spective and purpose in a text, and explain how it is conveyed in a text. Green (italic) = Con	analyze how the author distinguishes his or her position from that of others. MULTIDIMENSIONALITY –RI.7.6 mprehension Purple (bold) = Analysis	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about

GUIDING P	RINCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary	
7. Students will integrate and omedia and formats.	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				
RI.6.7					
Integrate information present ed in print and non-print formats to develop a coherent	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular top-	2	Employ, develop and refine schema to understand and create text.	
understanding of a topic or issue.	the subject and its impact on the audience.	ics or ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Con Compare/contrast a print to a	MULTIDIMENSIONALITY –RI.7.7 nprehension Purple (bold) = Analysis non-print version of a text, analyzin	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
·	SUBJECT and its impact on the audience.				
	• ,	as and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
	PROGRESSION		7	Utilize digital resources to learn and	
RI.6.8	RI.7.8	RI.8.8		share with others.	
Identify and evaluate the argument and specific claims in a text, distinguishing claims	Identify and evaluate the argument and specific claims in a text, assessing whether the rea-	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.	
that are supported by reasons and evidence from unsupported ed claims.		the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY –RI.7.8				
_	nprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT , assessing whether the reasoning is	10	Develop a literacy identity that promotes lifelong learning.	
	evant and sufficient to support the			HOME	

		or more texts address similar themes or oaches the authors take.			Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
IJ	RI.6.9	RI.7.9	RI.8.9	_	communicates a message.
	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	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpreta-	2	Employ, develop and refine schema to understand and create text.
		different interpretations of facts.	tion.		View literacy experiences as transac-
	N	MULTIDIMENSIONALITY –RI.7.9		3	tional, interdisciplinary and transformational.
	Green (italic) = Compre	ehension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
		HORS WRITING ABOUT THE SAME TO dvancing different interpretations of		4	guage arts to better understand self, others and the world.
		ICIPLE FOR READING INFORMATION of and analyze complex informational to		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		PROGRESSION			Collaborate with others to create
	RI.6.10	RI.7.10	RI.8.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.
	ing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-	ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend and analyze grade-level appropri-	ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	8	Engage in specialized, discipline- specific literacy practices.
	level appropriate informational texts independently and proficiently.	ate, complex informational texts independently and proficiently.	and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		IULTIDIMENSIONALITY -RI.7.10 <pre>ehension Purple (bold) = Analysis MAI</pre>	DOON (CARS) CONTENT		
	Green (italic) = Compre By the end of the year, flexibly use alizing, inferencing, summarizing, s	10	Develop a literacy identity that pro- motes lifelong learning.		
	comprehend and analyze GRADE-L proficiently.		HOME		

	Composition – Grade 7		Interdisciplinary Literacy Practices
	Text Types and Purposes	4	Recognize that text is anything that
	Compose arguments to support claims with clear reasons and relevant evidence.	1	communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema
	 Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. 		to understand and create text. View literacy experiences as transac-
<u>C.7.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transfor- mational.
	d. Use transitions to create cohesion and clarify the relationships among claims.		Utilize receptive and expressive lan-
	e. Establish and maintain a task appropriate writing style.	4	guage arts to better understand self,
	f. Provide a concluding statement or section that supports the argument presented.		others and the world.
	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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	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.	6	Collaborate with others to create new meaning.
	 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 		
	 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. 	7	Utilize digital resources to learn and share with others.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.7.2</u>	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		Apply high level cognitive processes
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about
	f. Establish and maintain a formal style.		text.
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	10	Develop a literacy identity that pro-
	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.		motes lifelong learning.

	Composition – Grade 7		Interdisciplinary Literacy Practices		
	Text Types and Purposes	1	Recognize that text is anything that		
	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.	1	communicates a message.		
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.		
	b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	3	View literacy experiences as transactional, interdisciplinary and transfor-		
673	c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.		mational.		
<u>C.7.3</u>	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
	e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	-	Apply strategic practices, with scaffolding and then independently,		
	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	5	to approach new literacy tasks.		
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create		
	Production and Distribution		new meaning.		
<u>C.7.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.		
	Research to Build and Present Knowledge		Engage in specialized, discipline-		
<u>C.7.5</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8	specific literacy practices.		
<u>C.7.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; 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	9	Apply high level cognitive processes to think deeply and critically about text.		
	MLA or APA citation. Page of Writing	10	Develop a literacy identity that pro-		
	Range of Writing	10	motes lifelong learning.		
<u>C.7.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME		

1. Students will compose argume		Interdisciplinary Literacy Practices		
valid reasoning and relevant and	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.6.1 Compose arguments to support claims with clear reasons	C.7.1 Compose arguments to support claims with clear reasons and	C.8.1 Compose arguments to support claims with clear reasons and rele-	2	Employ, develop and refine schema to understand and create text.
and relevant evidence. a. Produce clear and coher-	relevant evidence. a. Produce clear and coherent	vant evidence. a. Produce clear and coherent	3	View literacy experiences as transactional, interdisciplinary and transformational.
ent writing in which the development, organiza-	writing in which the development, organization and style are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, purpose	4	Utilize receptive and expressive language arts to better understand self, others and the world.
priate to task, purpose and audience.	purpose and audience.	and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
b. Introduce claim(s) and organize the reasons and evidence clearly.	b. Introduce claim(s),acknowledge opposingclaims and counter/refute	b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them,	6	Collaborate with others to create new meaning.
	them and organize the rea- sons and evidence logically.	and organize the reasons and evidence logically.	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	c. Support claim(s) with logical reasoning and relevant evidence,	8	Engage in specialized, discipline- specific literacy practices.
dence, using credible sources, acknowledging opposing claims and demonstrating an under-	dence, using accurate, credi- ble sources and demon- strating an understanding of the topic or text.	using accurate, credible sources and demonstrating an under-standing of the topic or text.	9	Apply high level cognitive processes to think deeply and critically about text.
standing of the topic or text.			10	Develop a literacy identity that promotes lifelong learning.
				HOME

	PROGRESSION							Interdisciplinary
		C.6.1		C.7.1		C.8.1		Literacy Practices
	d.	Use words, phrases and clauses to clarify the relationships among claim (s) and reasons.	d.	Use transitions to create co- hesion and clarify the rela- tionships among claims.	d.	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	1	Recognize that text is anything that communicates a message.
	e.	Establish and maintain a	e.	Establish and maintain a task	e.		2	Employ, develop and refine schema to understand and create text.
7		formal style.		appropriate writing style.		propriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f.	Provide a concluding statement or section that follows from the	f.	Provide a concluding state- ment or section that sup- ports the argument present-	f.	Provide a concluding statement or section that supports the argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g.	argument presented. With some guidance,	g.	ed. With some guidance, devel-	g.	With some guidance, develop and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		develop and strengthen writing as needed by planning, revising, ed-		op and strengthen writing as needed by planning, revising, editing, rewriting or trying a		strengthen writing as needed by planning, revising, editing, rewising, editing, rewiring or trying a new approach,	6	Collaborate with others to create new meaning.
		iting, rewriting or trying new ap a new approach. how we	new approach, focusing on how well purpose and audience have been addressed.	á	focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.	
							8	Engage in 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.7.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate	1	Recognize that text is anything that communicates a message.
 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons 	2	Employ, develop and refine schema to understand and create text.
and evidence logically.		View literacy experiences as transac-
C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transfor- mational.
d. Use TRANSITIONS to create cohesion and clarify the relationships among claims. e. Establish and maintain a task appropriate writing style.	4	Utilize receptive and expressive language arts to better understand self,
 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- 	5	others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
writing or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GU		Interdisciplinary		
	2. Students will compose info		Literacy Practices		
	clearly and accurately throug	1	Recognize that text is anything that		
		PROGRESSION		_	communicates a message.
	C.6.2	C.7.2	C.8.2	2	Employ, develop and refine schema
	Compose informative and/or explanatory texts to examine	Compose informative and/or explanatory texts to examine a top-	Compose informative and/or explanatory texts to examine a topic and	2	to understand and create text.
	a topic and convey ideas, concepts and information through the selection, organ- ization and analysis of rele-	ic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	convey ideas, concepts, and infor- mation through the selection, organi- zation, and analysis of relevant con- tent.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	vant content. a. Produce clear and coher-	a. Produce clear and coherent	a. Produce clear and coherent	4	Utilize receptive and expressive language arts to better understand self, others and the world.
/	ent writing in which the development, organiza- tion and style are appro- priate to task, purpose	writing in which the develop- ment, organization and style are appropriate to task, pur- pose and audience.	writing in which the develop- ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	b. Introduce a topic, pre-	b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classifica- b. Introduce a topic clearly; organize ideas, concepts, and information into broader categories; include formatting, graphics and	b. Introduce a topic clearly; organ-	6	Collaborate with others to create new meaning.
	viewing what is to fol- low; organize ideas, con- cepts and information, using strategies such as		mation into broader categories; include formatting, graphics and	7	Utilize digital resources to learn and share with others.
	definition, classification, comparison/contrast and cause/effect; include	tion, comparison/contrast and cause/effect; include for- matting, graphics and multi- media when useful to aiding	multimedia when useful to aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.
	formatting, graphics and multimedia when useful to aiding comprehension.	comprehension.		9	Apply high level cognitive processes to think deeply and critically about text.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other in-	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and exam-	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	10	Develop a literacy identity that promotes lifelong learning.
	formation and examples.	ples.	other information and examples.		HOME

PROGRESSION							Interdisciplinary
	C.6.2		C.7.2		C.8.2		Literacy Practices
d.	Use appropriate 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.	1	Recognize that text is anything that communicates a message.
e.	Use precise language and domain-specific vo-	e.	Use precise language and domain-specific vocabulary	e.	Use precise language and do- main-specific vocabulary to in-	2	Employ, develop and refine schema to understand and create text.
	cabulary to inform about or explain the topic.		to inform about or explain the topic.		form about or explain the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
g.	Provide a concluding statement or section that follows from the	g.	Provide a concluding state- ment or section that follows from and supports the infor-	llows or section that follows from and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	information or explanation presented.		mation or explanation presented.		planation presented.	6	Collaborate with others to create new meaning.
h.	develop and strengthen writing as needed by	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	7	Utilize digital resources to learn and share with others.
	planning, revising, ed- iting, rewriting or trying a new approach, focus- ing on how well purpose		editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		writing or trying a new approach, focusing on how well purpose and audience have been addressed.	8	Engage in specialized, discipline- specific literacy practices.
	and audience have been addressed.				uresseu.	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		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
 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 con- 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
cepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	6	Collaborate with others to create new meaning.
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.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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			Interdisciplinary Literacy Practices
effective technique, w	chosen details and well-structured e PROGRESSION	vent sequences.	1	Recognize that text is anything that communicates a message.
C.6.3	C.7.3	C.8.3		
Compose narratives to do op real or imagined expe	real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing effective	2	Employ, develop and refine schemators to understand and create text.
ences or multiple events memories or ideas, using effective technique, rele descriptive details and w	· · · · · · · · · · · · · · · · · · ·	technique, well-chosen details and well-structured sequences for an intended purpose.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
structured event sequen a. Produce clear and co ent writing in which	r- a. Produce clear and coherent	 a. Produce clear and coherent writing in which the develop- 	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
development, organ tion and style are ap priate to task, purpo and audience.	ment, organization, and style	ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
b. Engage the reader b	b. Engage the reader by estab- lishing a context and point of	 Engage the reader by setting out a problem, situation or observa- tion, establishing a point of view 	6	Collaborate with others to create new meaning.
and introducing a na tor and/or character organize an event se quence that unfolds	tor and/or characters; organ- ize an event sequence that	and introducing a narrator and/or characters; create a smooth progression of experiences or	7	Utilize digital resources to learn an share with others.
urally and logically.	ly.	events. c. Use narrative techniques, such as	8	Engage in specialized, discipline- specific literacy practices.
c. Use narrative tech- niques, such as dialo pacing and descripti to develop experien events and/or chara	description, to develop expe-	dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	9	Apply high level cognitive processe to think deeply and critically about text.
ters.			10	Develop a literacy identity that promotes lifelong learning.

HOME

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

MULTIDIMENSIONALITY - C.7.3		Lateralis da lineare
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
 b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events 	3	View literacy experiences as transactional, interdisciplinary and transformational.
and/or characters. d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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. 	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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.				Interdisciplinary Literacy Practices	
	1	Recognize that text is anything that communicates a message.			
C.6.4 Use digital resources to create and publish products as well as to interact and collaborate with	C.7.4 Use digital resources to create and publish products as well as to interact and collaborate with	C.8.4 Use digital resources to create and publish products as well as to interact and collaborate with others;	2	Employ, develop and refine schema to understand and create text.	
others; cite sources using MLA or APA format.	others; cite sources using MLA or APA format.	cite sources using MLA or APA format.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Comp	MULTIDIMENSIONALITY - C.7.4 rehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	ING PRINCIPLE FOR COMPOSITIO		6	Collaborate with others to create new meaning.	
demonstrating understanding of	PROGRESSION		7	Utilize digital resources to learn and share with others.	
C.6.5 Conduct short research projects to answer a question,	C.7.5 Conduct short research projects to answer a question, drawing on	C.8.5 Conduct short research projects to answer a question (including a self-	8	Engage in specialized, discipline- specific literacy practices.	
drawing on several sources.	several sources and generating additional related, focused questions for further research and investigation.	generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - C.7.5 ehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.	
	s to answer a question, drawing on s for further research and investigation	several sources and generating addion.		HOME	

	GU	IDING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	6. Students will gather relevant and accuracy of each source an search while avoiding plagiarism		Literacy Practices		
	search while avoiding plagiansi	PROGRESSION		1	Recognize that text is anything that
	C.6.6 C.7.6 C.8.6				communicates a message.
	Gather relevant information from multiple print and digital sources; assess the credibility	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
/	of each source; and, in order to reflect or interpret, quote or paraphrase data and con- clusions of others, avoiding	sess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and con-	sess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or para-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	plagiarism by providing intext and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	phrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.7.6			Apply strategic practices, with
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple print and digital sources, using search terms effectively; assess				scaffolding and then independently, to approach new literacy tasks.
		each source; and, in order to engage in LUSIONS OF OTHERS, avoiding plagiaris		6	Collaborate with others to create new meaning.
	7. Students will compose routing	IDING PRINCIPLE FOR COMPOSITIOnely over extended and shorter time fra		7	Utilize digital resources to learn and share with others.
ı	and audiences.				Engage in specialized, discipline-
	C.6.7	PROGRESSION C.7.7	C.8.7	8	specific literacy practices.
/	extended time frames and shorter time frames for a variety of tasks, purposes	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences. MULTIDIMENSIONALITY - C.7.7 Green (italic) = Comprehension				Develop a literacy identity that pro-
					motes lifelong learning.
					HOME
		2/9			

	Language – Grade 7	Interdisciplinary Literacy Practices		
	Conventions of Standard English	1	Recognize that text is anything that	
<u>L.7.1</u>	In both written and oral expression:a. Create sentences using correctly placed clauses and phrases.b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	2	communicates a message. Employ, develop and refine schema to understand and create text.	
<u>L.7.2</u>	When writing: a. Demonstrate appropriate use of a comma to separate coordinate adjectives. b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and cor-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	rect spelling errors. Knowledge of Language	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
<u>L.7.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Vocabulary Acquisition and Use	6	Collaborate with others to create new meaning.	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	7	Utilize digital resources to learn and share with others.	
<u>L.7.4</u>	 b. Use Greek and Latin affixes and roots as clues to the meaning of a word c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases. 	8	Engage in specialized, discipline- specific literacy practices.	
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9	Apply high level cognitive processes to think deeply and critically about text.	
<u>L.7.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding.	10	Develop a literacy identity that promotes lifelong learning.	
	c. Distinguish among the connotations of words with similar denotations.		HOME	

GUII	DING PRINCIPLE FOR LANGUAGE	:		Interdisciplinary
	. Students will demonstrate command of the conventions of standard English grammar and usage when			
writing and speaking.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
L.6.1	L.7.1	L.8.1	-	communicates a message.
In both written and oral expression: a. Recognize vague pronouns	In both written and oral expression: a. Create sentences using cor-	In both written and oral expression: a. Identify verbals correctly based	2	Employ, develop and refine schema to understand and create text.
and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pro-	rectly placed clauses and phrases.	b. Demonstrate appropriate use	3	View literacy experiences as transactional, interdisciplinary and transformational.
b. Recognize and correct inap-	b. Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal	of verbs in the active and passive voice.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
propriate shifts in pronoun number and person.	differing relationships among ideas.	c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
c. Recognize variations from standard English, and implement strategies to improve expression in conventional		while recognizing and cor- recting inappropriate shifts.	6	Collaborate with others to create new meaning.
language.	MULTIDIMENSIONALITY - L.7.1		7	Utilize digital resources to learn and share with others.
Green (italic) = Compre	ehension Purple (bold) = Analysis N	1AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	tly placed CLAUSES AND PHRASES. of SIMPLE, COMPOUND, COMPLEX			Apply high level cognitive processes to think deeply and critically about text.
TENCES to signal differing rela			10	Develop a literacy identity that promotes lifelong learning.
	281			HOME

GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation			
and spelling when writing.	PROGRESSION			Literacy Practices
L.6.2	L.7.2	L.8.2	1	Recognize that text is anything that communicates a message.
When writing:	When writing:	When writing:		Ü
a. Demonstrate appropriate use of punctuation	Demonstrate appropriate use of a comma to separate	a. Demonstrate appropriate use of punctuation to indicate a	2	Employ, develop and refine schema to understand and create text.
(commas, parentheses, dashes) to set off nonre- strictive/parenthetical ele-	coordinate adjectives.	pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an	3	View literacy experiences as transactional, interdisciplinary and transformational.
ments.	b. Demonstrate appropriate	omission. c. Demonstrate appropriate use	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 b. Demonstrate appropriate use of strategies to identify and correct spelling errors. 	use of strategies and re- sources (print and electron- ic) to identify and correct	of strategies and resources (print and electronic) to identify and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	spelling errors.		6	Collaborate with others to create new meaning.
IV Green (italic) = Compre	IULTIDIMENSIONALITY - L.7.2 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
When writing:			8	Engage in specialized, discipline- specific literacy practices.
	of a COMMA TO SEPARATE COORDI of strategies and resources (print an		9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME
-	282		_	

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
()	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.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	L.6.3	L.7.3	L.8.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Vary sentence patterns for	a. Choose language that ex-	a. Use verbs in the active and	3	View literacy experiences as transactional, interdisciplinary and transformational.
	meaning, reader/listener interest and style.	presses ideas precisely and concisely, recognizing and eliminating wordiness 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).	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Maintain consistency in style and tone.	redundancy.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		MULTIDIMENSIONALITY - L.7.3 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		783			HOME

4. Students will use a variety of str sulting reference material when a	Interdisciplinary Literacy Practices			
academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for reading	g, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.
L.6.4	PROGRESSION L.7.4	L.8.4		Employ, develop and refine schema
Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning	2	to understand and create text.
ing of unknown and multiple- meaning words and phrases based on grade 6 reading and content, choosing flexibly from	ing of unknown and multiple- meaning words and phrases based on grade 7 reading and content, choosing flexibly from	of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
an array of strategies.a. Use context (e.g., the overall	an array of strategies. a. Use context (e.g., the overall	a. Use context (e.g., the overall	4	Utilize receptive and expressive language arts to better understand self others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or para- graph; a word's position or function in a sentence) as a clue to the meaning of a word	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
word or phrase. b. Use Greek and Latin affixes	word or phrase. b. Use Greek and Latin affixes	or phrase. b. Use Greek and Latin affixes and	6	Collaborate with others to create new meaning.
and roots as clues to the meaning of a word.	and roots as clues to the meaning of a word.	roots as clues to the meaning of a word.	7	Utilize digital resources to learn and share with others.
c. Consult print and digital reference materials to find the pronunciation and deter-	c. Consult print and digital ref- erence materials to find the pronunciation and deter-	c. Consult print and digital refer- ence materials to find the pro- nunciation and determine or	8	Engage in specialized, discipline- specific literacy practices.
mine or clarity the precise meaning of key words and phrases.	mine or clarity the precise meaning of key words and phrases.	clarify the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.

Develop a literacy identity that pro-

motes lifelong learning.

HOME

10



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

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	5. Demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices
		PROGRESSION			Recognize that text is anything that
	L.6.5	L.7.5	L.8.5	1	communicates a message.
	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of, figurative language, word relationships and nuances in word meanships.	2	Employ, develop and refine schema to understand and create text.
	meanings. a. Interpret figurative language, including but not	meanings. a. Interpret figurative language, including but not lim-	ings. a. Interpret figurative language, including but not limited to	3	View literacy experiences as transactional, interdisciplinary and transformational.
	limited to personification, in context. b. Use the relationship be-	b. Use the relationship be-	b. Use the relationship between particular words to better understand each of the words.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	tween particular words to better understand each of the words.	tween particular words to improve understanding.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Distinguish among the con- notations of words with sim- ilar denotations.	 Distinguish among the con- notations of words with sim- ilar denotations. 	c. Distinguish among the conno- tations of words with similar denotations.	6	Collaborate with others to create new meaning.
	N	IULTIDIMENSIONALITY - L.7.5		7	Utilize digital resources to learn and share with others.
			AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
♬	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to ALLUSIONS, in context.			9	Apply high level cognitive processes to think deeply and critically about text.
	b. Use the relationship between particular words to improve understanding.c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.			10	Develop a literacy identity that promotes lifelong learning.
		286			HOME

	Reading Standards for Literature - Grade 8		Interdisciplinary Literacy Practices
<u>RL.8.1</u>	Key Ideas and Details Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.8.2</u>	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but	4	guage arts to better understand self, others and the world.
	not limited to analogies or allusions to other texts.		Apply strategic practices, with
<u>RL.8.5</u>	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	5	scaffolding and then independently, to approach new literacy tasks.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.8.7</u>	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	7	share with others.
RL.8.8	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.8.9</u>	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that promotes lifelong learning.
112.0.10	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME

		IG PRINCIPLE FOR READING LITE	ERATURE itly and to make logical inferences from		Interdisciplinary
	it; cite specific textual evidence		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.7.1	RL.8.1	RL.9-10.1	*	communicates a message.
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
	from the text.	interences drawn from the text.	chees drawn from the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.8.	1	3	tional, interdisciplinary and transfor-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational. Utilize receptive and expressive lan-
	CITE RELEVANT TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.				guage arts to better understand self, others and the world.
	CHIDIN	IC DDINCIDIE FOR DEADING LITE	-DATUDE	5	Apply strategic practices, with scaffolding and then independently,
		IG PRINCIPLE FOR READING LITE	alyze their development; cite specific		to approach new literacy tasks.
			tions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSIONS			ludino dicital managara la managara
	RL.7.2	RL.8.2	RL.9-10.2	7	Utilize digital resources to learn and share with others.
	Determine themes of a text, and analyze their development through citing textual evidence, para-	Determine themes of a text, and analyze how they are developed through relationships of characters, setting,	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	8	Engage in specialized, discipline- specific literacy practices.
	phrasing or summarizing.	and plot, citing textual evidence, paraphrasing or summarizing.	and refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.8.2				
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine THEMES of a text, and analyze how they are developed through relationships of characters,			10	Develop a literacy identity that promotes lifelong learning.
	setting and plot, citing textual evidence, paraphrasing or summarizing.				HOME

. 1	why individuals, events and ideas de	ATURE evelop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.7.3	RL.8.3	RL.8.3	_	communicates a message.
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	Analyze how complex characters develop over the course of a text, interact with other characters and	2	Employ, develop and refine schema to understand and create text.
	a decision.	advance the plot or develop themes.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.8.3			Utilize receptive and expressive lan-
Analyze how particular LINES OF	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			
GUIDING				
	ings, and analyze how specific word	text, including determining technical, choices shape meaning or tone.	6	Collaborate with others to create new meaning.
2.24	PROGRESSION	212424		
RL.7.4 Determine the meaning of words and phrases as they are	RL.8.4 Determine the meaning of words and phrases as they are used in a	RL.9-10.4 Determine the meaning of words	7	Utilize digital resources to learn and share with others.
used in a text, including figurative and connotative meanings; analyze the impact	text, including figurative and con- notative meanings; analyze the impact of specific word choices	and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choic-	8	Engage in specialized, discipline-specific literacy practices.
of rhymes and other repeti- tions of sounds on a passage.	on meaning and tone, including but not limited to analogies or allusions to other texts.	es on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
, in the second	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 connota-			Develop a literacy identity that promotes lifelong learning.
tive meanings; analyze the impalimited to ANALOGIES or ALLUSIC	ct of specific WORD CHOICES on me ONS to other texts.	eaning and TONE, including but not		HOME

	NG PRINCIPLE FOR READING LITE			Interdisciplinary
5. Students will analyze the strutions of the text relate to each of		Literacy Practices		
	PROGRESSION			
RL.7.5	RL.8.5	RL.9-10.5		communicates a message.
Analyze how the form or structure of a drama, poem or prose text contributes to its	Compare/contrast the structure of two or more texts, and analyze how the differing structure	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time	2	Employ, develop and refine schema to understand and create text.
meaning.	of each text contributes to its meaning and style.	create such effects as mystery, tension or surprise.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.8.	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan guage arts to better understand sel
Compare/contrast the structure of two or more texts and analyze how the differing STRUCTURE OF EACH TEXT contributes to its meaning and style.				others and the world. Apply strategic practices, with scaffolding and then independently
				to approach new literacy tasks.
	IG PRINCIPLE FOR READING LITE		6	to approach new literacy tasks. Collaborate with others to create new meaning.
		ERATURE e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	int of view, perspective and purpos			Collaborate with others to create new meaning. Utilize digital resources to learn and share with others.
6. Students will analyze how po	int of view, perspective and purpos PROGRESSION	e shape the content and style of a text.		Collaborate with others to create new meaning. Utilize digital resources to learn and
6. Students will analyze how po RL.7.6 Analyze how an author devel-	int of view, perspective and purpos PROGRESSION RL.8.6 Analyze characters' and read-	e shape the content and style of a text. RL.9-10.6 Analyze a particular author's perspec-	7	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes
RL.7.6 Analyze how an author develops and contrasts the perspective of different charac-	PROGRESSION RL.8.6 Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to sus-	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.	7	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about text.
RL.7.6 Analyze how an author develops and contrasts the perspective of different characters or narrators in a text. Green (italic) = Comp	PROGRESSION RL.8.6 Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy. MULTIDIMENSIONALITY - RL.8. Prehension Purple (bold) = Analysis	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.	7	Collaborate with others to create new meaning. Utilize digital resources to learn and share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive processes to think deeply and critically about

	IG PRINCIPLE FOR READING LITE valuate content presented in print/	erature non-print forms of text found in diverse		Interdisciplinary Literacy Practices
media and formats.	PROGRESSION		4	Recognize that text is anything that
RL.7.7	RL.8.7	RL.9-10.7	1	communicates a message.
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is	2	Employ, develop and refine schema to understand and create text.
the effects of techniques unique to each medium.	departs from the text or script, evaluating choices made by the director or actors.	emphasized or absent in each treat- ment.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.8. prehension Purple (bold) = Analysis		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
Analyze the extent to which a		ORY OR DRAMA stays faithful to or de-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
GUIDIN	IG PRINCIPLE FOR READING LITE	ERATURE	6	Collaborate with others to create new meaning.
8. Students will delineate and e validity, reasoning, relevance as		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
	PROGRESSION			share with others.
RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
			9	Apply high level cognitive processes to think deeply and critically about text.
_	MULTIDIMENSIONALITY - RL.8. orehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
(Not applicable to literature)				HOME

GUIDING	G PRINCIPLE FOR READING LITERA	ATURE		Interdisciplinary
· · · · · · · · · · · · · · · · · · ·	. Students will analyze how two or more texts address similar themes or topics in order to build nowledge or to compare the approaches the authors take.			Literacy Practices
	PROGRESSION			Recognize that text is anything that
RL.7.9	RL.8.9	RL.9-10.9	1	communicates a message.
Compare/contrast a fictional portrayal and a historical 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	Analyze how an author draws on and transforms source material in a specific work.	2	Employ, develop and refine schema to understand and create text.
thors use history.	how the material is rendered new.		3	View literacy experiences as transactional, interdisciplinary and transfor-
N	MULTIDIMENSIONALITY - RL.8.9			mational.
	OF FICTION draws on THEMES, PATTE		4	Utilize receptive and expressive language arts to better understand self, others and the world.
rendered new. GUIDING	G PRINCIPLE FOR READING LITERA	TURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
10. Students will read, comprehe	nd and analyze complex literary texts PROGRESSION	s independently and proficiently.	6	Collaborate with others to create new meaning.
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,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu-	7	Utilize digital resources to learn and share with others.
monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	alizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropri-	8	Engage in specialized, discipline- specific literacy practices.
comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	ate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	1ULTIDIMENSIONALITY - RL.8.10			
By the end of the year, flexibly us	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to			Develop a literacy identity that promotes lifelong learning.
read, comprehend and analyze G proficiently.	RADE-LEVEL APPROPRIATE, COMPLEX	K LITERARY TEXTS independently and		HOME

	Reading Standards for Informational Text - Grade 8		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
<u>RI.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create 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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RI.8.5</u>	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.8.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.8.7</u>	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	7	Utilize digital resources to learn and share with others.
<u>RI.8.8</u>	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.8.9</u>	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.8.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts	10	Develop a literacy identity that promotes lifelong learning.
	portance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

		INCIPLE FOR READING INFORMA	ATIONAL TEXT tly and to make logical inferences from		Interdisciplinary
	it; cite specific textual evidence		Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	RI.7.1	RI.8.1	RI.9-10.1	1	communicates a message.
	Cite several pieces of textual evidence to support analysis of what the text says explicitly	nce to support analysis to support analysis of what the at the text says explicitly text says explicitly as well as the text says explicitly as well as		2	Employ, develop and refine schema to understand and create text.
	as well as inferences drawn from the text.	inferences drawn from the text.	ences drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.8.1			Utilize receptive and expressive lan-
_	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.				guage arts to better understand self, others and the world.
					Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	2. Students will determine centr	•	development; cite specific textual evi-	6	Collaborate with others to create new meaning.
	dence, including summary, para	phrase and direct quotations, to su	pport conclusions drawn from the text.		
		PROGRESSION		7	Utilize digital resources to learn and
	RI.7.2	RI.8.2	RI.9-10.2		share with others.
	Determine central ideas of a text, and analyze their devel- opment through citing textual evidence, paraphrasing or	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textu-	Determine central ideas of a text, and analyze in detail their development over the course of the text, including how they emerge and are shaped and	8	Engage in specialized, discipline- specific literacy practices.
•	summarizing.	al evidence, paraphrasing or summarizing.	refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.2	2		
_	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text, and analyze how they are developed through relationships of key de-			10	Develop a literacy identity that promotes lifelong learning.
	tails, citing textual evidence, par				HOME

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
}	3. Students will analyze how and a text.		Literacy Practices		
	PROGRESSION			4	Recognize that text is anything tha
П	RI.7.3	RI.8.3	RI.9-10.3	1	communicates a message.
	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions be-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made,	2	Employ, develop and refine schen to understand and create text.
	CCAC.	tween ideas over the course of a text.	how they are introduced and developed and the connections that are drawn between them.	3	View literacy experiences as trans- tional, interdisciplinary and trans- mational.
		MULTIDIMENSIONALITY - RI.8.	3		Utilize receptive and expressive la
1		orehension Purple (bold) = Analysis OMPARISONS, ANALOGIES OR CATE	MAROON (CAPS) = CONTENT GORIES to make connections among and	4	guage arts to better understand so others and the world.
	distinctions between ideas over	the course of a text.		5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				
		and phrases as they are used in a t nings, and analyze how specific wo	text, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn a
	RI.7.4	RI.8.4	RI.9-10.4	7	share with others.
7	Determine the meaning of words and phrases as they are used in a text, including fig-	Determine the meaning of words and phrases as they are used in text, including figura-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and	8	Engage in specialized, discipline- specific literacy practices.
	urative, connotative and technical meanings; analyze the impact of word choice on tone.	tive, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	9	Apply high level cognitive process to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.8.	4		
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT ext, including figurative, connotative and	10	Develop a literacy identity that property motes lifelong learning.
	• •	e impact of specific WORD CHOICES			HOME

5. Students will analyze the struc		ATIONAL TEXT ic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices
tions of the text relate to each of				
DI 7.5	PROGRESSION	DI 0 40 F	1	Recognize that text is anything that communicates a message.
RI.7.5 Analyze the structure an author uses to organize a text, including how the different	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular	RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or	2	Employ, develop and refine schema to understand and create text.
sections contribute to the whole and to the development of the ideas.	sentences in developing and refining a key concept.	larger portions of a text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
<u></u>	MULTIDIMENSIONALITY - RI.8.5 rehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand selections of the sand the world.
	E OF A SPECIFIC PARAGRAPH in a to	ext, including the role of particular sen-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.
6. Students will analyze how poin	nt of view, perspective and purpose	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
RI.7.6	RI.8.6	RI.9-10.6		Engage in specialized, discipline-
Determine an author's per- spective and purpose in a	Determine an author's perspective and purpose in a text, and	Determine an author's point of view, perspective and purpose in a text, and	8	specific literacy practices.
text, and analyze how the author distinguishes his or her position from that of others.	analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	analyze how an author uses rhetoric to advance that point of view or purpose.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.8.6			
-	rehension Purple (bold) = Analysis	· · ·	10	Develop a literacy identity that promotes lifelong learning.
Determine an author's PERSPECT responds to conflicting evidence		alyze how the author acknowledges and		HOME

	PRINCIPLE FOR READING INFORM			Interdisciplinary
media and formats.	evaluate content presented in print/	Literacy Practices		
	PROGRESSION			
RI.7.7	RI.8.7	RI.9-10.7	1	communicates a message.
Compare/contrast a print to a non-print version of a text, analyzing each media's por-	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non-print formats, determining which de-	2	Employ, develop and refine schema to understand and create text.
trayal of the subject and its impact on the audience.	senting particular topics or ideass.	tails are emphasized in each account.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Co		MAROON (CAPS) = CONTENT NON-PRINT FORMATS for presenting par-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
ticular topics or ideas.	ticular topics or ideas.			
		ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RI.7.8	RI.8.8	RI.9-10.8	7	share with others.
Identify and evaluate the argument and specific claims in a text, assessing whether the	Identify and evaluate the argument and specific claims in a text, assessing whether the rea-	Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevancy and suffi-	8	Engage in specialized, discipline- specific literacy practices.
reasoning is sound and the evidence is relevant and sufficient to support the claims.	soning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ciency of the evidence; identify false statements and fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.8.8			
	mprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT t, assessing whether the reasoning is	10	Develop a literacy identity that promotes lifelong learning.
	elevant and sufficient; recognize whe			HOME

		NCIPLE FOR READING INFORMAT			Interdisciplinary	
	9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices	
		PROGRESSION		1	Recognize that text is anything that	
	RI.7.9	RI.8.9	RI.9-10.9	_ +	communicates a message.	
	Analyze how two or more authors writing about the same topic present key information by emphasizing different evi-	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	2	Employ, develop and refine schema to understand and create text.	
	dence or advancing different interpretations of facts.	terpretation.		3	View literacy experiences as transactional, interdisciplinary and transactions	
	1	MULTIDIMENSIONALITY - RI.8.9			formational.	
7			MAROON (CAPS) = CONTENT N THE SAME TOPIC, and identify where	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
					Apply strategic practices, with	
	GUIDING PRI	NCIPLE FOR READING INFORMAT	FIONAL TEXT	5	scaffolding and then independently to approach new literacy tasks.	
	10. Students will read, comprehe	nd and analyze complex informatior	nal texts independently and proficiently.		Collaborate with others to create	
		PROGRESSION		6	new meaning.	
	RI.7.10	RI.8.10	RI.9-10.10		Utilize digital resources to learn and	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	share with others.	
	monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,	monitoring, visualizing, inferenc- ing, summarizing, synthesizing, using prior knowledge, deter- mining importance) to read,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend and analyze grade-level ap-	8	Engage in specialized, discipline- specific literacy practices.	
	comprehend and analyze grade -level appropriate, complex informational texts inde-	comprehend and analyze grade- level appropriate, complex infor- mational texts independently.	propriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.8.10					
	By the end of the year, flexibly us	-	gies (i.e., questioning, monitoring, visu-	10	Develop a literacy identity that promotes lifelong learning.	
		. synthesizing, using prior knowledge LEVEL APPROPRIATE, COMPLEX INFO	e, determining importance) to read, ORMATIONAL TEXTS independently		HOME	
_	and proficiently.				1101112	

	Composition – Grade 8		Interdisciplinary Literacy Practices
	Text Types and Purposes	1	Recognize that text is anything that
	Compose arguments to support claims with clear reasons and relevant evidence.		communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. 		View literacy experiences as transac-
<u>C.8.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transformational.
<u>C.8.1</u>	 Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. 	4	Utilize receptive and expressive language arts to better understand self,
	e. Establish and maintain a task appropriate writing style.		others and the world.
	 f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	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.	6	Collaborate with others to create new meaning.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.
	 Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension. 		English to the control of all of the first
	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotationsor other information and examples.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.8.2</u>	 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. 		Apply high level cognitive processes
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about text.
	f. Establish and maintain a formal style.		** *
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	10	Develop a literacy identity that promotes lifelong learning.
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re writing or trying a new approach, focusing on how well purpose and audience have been addressed.		HOME

	Composition – Grade 8		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>C.8.3</u>	 c. Ose 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
	Production and Distribution of Writing		
<u>C.8.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge		Engage in specialized, discipline-
<u>C.8.5</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	8	specific literacy practices.
<u>C.8.6</u>	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	9	Apply high level cognitive processes to think deeply and critically about text.
	providing in-text and bibliographic MLA or APA citation. Range of Writing		Develop a literacy identity that pro-
			motes lifelong learning.
<u>C.8.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION 1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using

 Students will compose argume valid reasoning and relevant and 		Literacy Practices			
	PROGRESSION				
C.7.1 Compose arguments to support claims with clear reasons and	C.8.1 Compose arguments to support claims with clear reasons and	C.9-10.1 Compose arguments to support claims in an analysis of substantive	2	Employ, develop and refine schema to understand and create text.	
relevant evidence.	relevant evidence.	topics or texts, using valid reasoning and relevant and sufficient evidence.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
a. Produce clear and coherent writing in which the devel- opment, organization and	which the devel- writing in which the develop- writing in which the develop-	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
style are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, purpose and audience.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
b. Introduce claim(s), acknowledge opposing	b. Introduce claim(s),acknowledge and distinguish	b. Introduce precise claim(s), distinguish the claim(s) from alter-	6	Collaborate with others to create new meaning.	
claims and counter/refute them and organize the rea- sons and evidence logically.	opposing claim(s) and coun- ter/refute them, and organ- ize the reasons and evidence	nate or opposing claims and cre- ate an organization that estab- lishes clear relationships among	7	Utilize digital resources to learn and share with others.	
Ç ,	logically.	claim(s), counterclaims, reasons and evidence.	8	Engage in specialized, discipline- specific literacy practices.	
c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credi-	c. Develop claim(s) and counter- claims fairly, supplying evidence for each while pointing out the	9	Apply high level cognitive processes to think deeply and critically about text.	
demonstrating an under- standing of the topic or text.	strating an under- f the topic or the topic or text. strating an understanding of audience's knowledge level and	10	Develop a literacy identity that promotes lifelong learning.		
		concerns.	HOME		

Interdisciplinary





PROGRESSION							Interdisciplinary
	C.7.1		C.8.1		C.9-10.1		Literacy Practices
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.	d.	Link the major sections of the text cohesively, and clarify the relationships.	1	Recognize that text is anything that communicates a message.
e.	Establish and maintain a	e.	Establish and maintain a task	e.	Establish and maintain a task	2	Employ, develop and refine schema to understand and create text.
	task appropriate writing style.		appropriate writing style.		appropriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
f.	Provide a concluding statement or section that	f.	Provide a concluding state- ment or section that supports	f.	Provide a concluding state- ment or section that follows	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	supports the argument presented.		the argument presented.		from and supports the argument presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	With some guidance, develop and strengthen writing as needed by plan-	g.	With some guidance, develop and strengthen writing as needed by planning, revising,	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or	6	Collaborate with others to create new meaning.
	ning, revising, editing, re- writing or trying a new approach, focusing on		editing, rewriting or trying a new approach, focusing on how well purpose and audi-		trying a new approach, focus- ing on addressing what is most significant for a specific pur-	7	Utilize digital resources to learn and share with others.
	how well purpose and audience have been addressed.		ence have been addressed.		pose and audience.	8	Engage in specialized, discipline- specific literacy practices.
	uresseu.					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		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		
Compose ARGUMENTS to support claims with clear reasons and relevant evidence.		Literacy Practices
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	1	Recognize that text is anything that communicates a message.
 b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. 	2	Employ, develop and refine schema to understand and create text.
C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e. Establish and maintain a task appropriate writing style.f. Provide a concluding statement or section that supports the argument presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUID		Interdisciplinary		
	2. Students will compose informa and accurately through the effect		Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	C.7.2	C.8.2	C.9-10.2	_	communicates a message.
	Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	planatory texts to examine a explanatory texts to examine a planatory texts to examine and convex ideas, con- topic and convey ideas, concepts and		2	Employ, develop and refine schema to understand and create text.
	cepts and information through the selection, organization and analysis of relevant content.	and information through the selection, organization and analysis of relevant content.	information clearly and accurately through the effective selection, organization and analysis of content.	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	Produce clear and coher- ent writing in which the development, organization	ch the writing in which the develop- development and organization	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	and style are appropriate to task, purpose and audience.	are appropriate to task, purpose and audience.	pose.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 b. Introduce a topic clearly; organize ideas, concepts and information, using 	b. Introduce a topic clearly; organize ideas, concepts and information into broader	 Introduce a topic; organize complex ideas, concepts and information to make important 	6	Collaborate with others to create new meaning.
	strategies such as defini- tion, classification, compar- ison/contrast and	categories; include for- matting, graphics and multi- media when useful to aiding	connections and distinctions; include formatting, graphics and multimedia when useful to	7	Utilize digital resources to learn and share with others.
	effect; include formatting, graphics and multimedia when useful to aiding com-	comprehension.	aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.
	c. Develop the topic with relevant facts, definitions,	evant facts, definitions, concrete details, quotations or other information and examples. vant, well-chosen facts, definitions, concrete details, quotations, concrete details, quotations or other information and examples. vant, well-chosen facts, definitions, concrete details, quotations, concrete details, quotations or other information and examples. chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples. er information and examples appropriate to the audience's	9	Apply high level cognitive processes to think deeply and critically about text.	
	tions or other information		crete details, quotations or oth- er information and examples appropriate to the audience's	10	Develop a literacy identity that pro- motes lifelong learning.
			knowledge of the topic.		HOME

	PROGRESSION							Interdisciplinary	
		C.7.2		C.8.2		C.9-10.2		Literacy Practices	
	to cl	Use appropriate transitions on create cohesion and larify the relationships mong 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 relation-	1	Recognize that text is anything that communicates a message.	
						ships among complex ideas and concepts.	2	Employ, develop and refine schema to understand and create text.	
	d to	Jse precise language and lomain-specific vocabulary o inform about or explain he 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.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
Z		stablish and maintain a ormal style.	f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style and objective tone while	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		,		,		attending to the norms and conventions of the discipline in which they are writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	m	rovide a concluding state- nent or section that fol- ows from and supports	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	Provide a concluding statement or section that follows from and supports the information	6	Collaborate with others to create new meaning.	
	tł	he information or expla- lation presented.		mation or explanation presented.		or explanation presented.	7	Utilize digital resources to learn and share with others.	
	V	Vith some guidance, de- elop and strengthen vriting as needed by plan-	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	8	Engage in specialized, discipline- specific literacy practices.	
	n w p w	ing, revising, editing, re- vriting or trying a new ap- roach, focusing on how vell purpose and audience		editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.	
	h	ave been addressed.					10	Develop a literacy identity that promotes lifelong learning.	
								HOME	

MULTIDIMENSIONALITY - C.8.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
 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. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	6	Collaborate with others to create new meaning.
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.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

◆	GUID 3. Students will compose narrativ		Interdisciplinary Literacy Practices		
	nique, well-chosen details and we	ell-structured event sequences. PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.7.3	C.8.3	C.9-10.3		Employ, develop and refine schema
	Compose narratives to develop real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing	Use narratives strategically in other modes of writing, utilizing effec-	2	to understand and create text.
	multiple events, memories or ideas, using effective technique, relevant descriptive de-	effective technique, well-chosen details and well-structured sequences for an intended purpose.	tive technique, well-chosen details and well-structured sequences for an intended purpose, including but	3	View literacy experiences as transactional, interdisciplinary and transformational.
	tails and well-structured event sequences.		not limited to introducing an idea and/or supporting a claim.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 a. Produce clear and coherent writing in which the developopment, organization and style are appropriate to a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, pur- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, pur- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	task, purpose and audi- ence.	pose and audience.	pose and audience.	6	Collaborate with others to create new meaning.
	 Engage the reader by establishing a context and point of view and introducing a narrator and/or char- 	 Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing 	 Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of 	7	Utilize digital resources to learn and share with others.
	acters; organize an event sequence that unfolds nat- urally and logically.	a narrator and/or characters; create a smooth progression of experiences or events.	view and introducing a narra- tor and/or characters; create a smooth progression of experi-	8	Engage in specialized, discipline- specific literacy practices.
	c. Use narrative techniques, such as dialogue, pacing 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.	9	Apply high level cognitive processes to think deeply and critically about text.		
		10	Develop a literacy identity that promotes lifelong learning.		
			ters.		HOME

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

MULTIDIMENSIONALITY - C.8.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
 b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experienc- 	3	View literacy experiences as transactional, interdisciplinary and transfor-
es, events and/or characters. d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another	4	mational. Utilize receptive and expressive language arts to better understand self,
and show the relationships among experiences and events.		others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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. 	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	4. Students will use digital resour with others.	1	Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	C.7.4	C.8.4	C.9-10.4	1	communicates a message.
/	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or Use digital resources to create and collaborate with others; cite sources using MLA or Use digital resources to create and update individual or shared products, taking advantage of technology's capacity to link to other in-		2	Employ, develop and refine schema to understand and create text.	
	APA format.	format.	formation and to display information flexibly and dynamically. Use a variety of formats to cite sources.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp Use DIGITAL RESOURCES to create	MULTIDIMENSIONALITY - C.8.4 rehension Purple (bold) = Analysis Mand publish products as well as to into	IAROON (CAPS) = CONTENT eract and collaborate with others; cite	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	sources using MLA or APA format. GUIDING PRINCIPLE FOR COMPOSITION				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	5. Students will conduct short as demonstrating understanding of		ects based on focused questions,	6	Collaborate with others to create new meaning.
		PROGRESSION			
	C.7.5 Conduct short research projects	C.8.5 Conduct short research projects to	C.9-10.5 Conduct short as well as more sus-	7	Utilize digital resources to learn and share with others.
	on several sources and generated generated ating additional related, fo-	answer a question (including a self- generated question), drawing on several sources and generating new avenues for inquiry.	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	8	Engage in specialized, discipline- specific literacy practices.
			priate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.8.5				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
	Conduct short RESEARCH projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.				HOME
		310			

	GUI		Interdisciplinary		
ar	Students will gather relevant nd accuracy of each source and earch while avoiding plagiarism		Literacy Practices		
30	earen while avoiding plagfarish	PROGRESSION		1	Recognize that text is anything that
	C.7.6 C.8.6 C.9-10.6				communicates a message.
fro so	Gather relevant information from multiple print and digital sources, using search terms Gather relevant information from multiple print and digital sources, using search terms effectively; assess digital sources, using advanced		2	Employ, develop and refine schema to understand and create text.	
ity so in	y and accuracy of each ource; and, in order to engage reflection or analysis, quote r paraphrase data and conclu-	source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding	searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of	3	View literacy experiences as transactional, interdisciplinary and transformational.
ris bil	ons of others, avoiding plagia- sm by providing in-text and ibliographic MLA or APA cita- on.	plagiarism by providing in-text and bibliographic MLA or APA citation.	selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.8.6			Apply strategic practices, with
	ather relevant information from	nprehension Purple (bold) = Analysis M n multiple print and digital sources, using	search terms effectively; assess the	5	scaffolding and then independently, to approach new literacy tasks.
L_Jr QI		source; and, in order to reflect, analyze of TA AND CONCLUSIONS OF OTHERS, while A citation.		6	Collaborate with others to create new meaning.
7.		IDING PRINCIPLE FOR COMPOSITIO		7	Utilize digital resources to learn and share with others.
ar	nd audiences.				Engage in specialized, discipline-
		PROGRESSION		8	specific literacy practices.
	C.7.7	C.8.7	C.9-10.7		
te sh va	ended time frames and norter time frames for a	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.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.8.7		4.5	Develop a literacy identity that pro-
	Green (italic) = Com	pprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME
		311			

	Language – Grade 8		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that
	In both written and oral expression:	_	communicates a message.
<u>L.8.1</u>	 a. Identify verbals correctly based on their intended function. b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. 	2	Employ, develop and refine schema to understand and create text.
	When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.
<u>L.8.2</u>	 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. 		Utilize receptive and expressive language arts to better understand self, others and the world.
	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).		Apply strategic practices, with
L.8.3			scaffolding and then independently, to approach new literacy tasks.
			Collaborate with others to create new meaning.
	Vocabulary Acquisition and Use		new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		Utilize digital resources to learn and share with others.
1.0.4	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.	8	Engage in specialized, discipline- specific literacy practices.
<u>L.8.4</u>	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the		specific fiteracy practices.
	precise meaning of key words and phrases.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		Apply high level cognitive processes to think deeply and critically about text.
<u>L.8.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.		Develop a literacy identity that promotes lifelong learning.
			HOME

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	1. Students will demonstrate command of the conventions of standard English grammar and usage when				Literacy Practices
,—	writing and speaking.				
	PROGRESSION L.7.1 L.8.1 L.9-10.1		L.9-10.1	1	Recognize that text is anything that communicates a message.
	In both written and oral expres-	In both written and oral expres-	In both written and oral expression:		communicates a message.
	sion: a. Create sentences using cor-	sion: a. Identify verbals correctly	a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
	rectly placed clauses and phrases.	based on their intended func- tion.	parallel structure. b. Demonstrate appropriate use of	3	View literacy experiences as transactional, interdisciplinary and transformational.
	of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, condi-	various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, de-	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		of verbs in the indicative, im-	use pendent; noun, relative, adverbi- m- al) to convey specific meanings ndi- and add variety and interest to od, writing or presentations.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		while recognizing and cor- recting inappropriate shifts.		6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	MULTIDIMENSIONALITY - L.8.1 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
_	In both written and oral expression	on:		8	Engage in specialized, discipline- specific literacy practices.
	 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, CONDITION- 			9	Apply high level cognitive processes to think deeply and critically about text.
	AL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.				Develop a literacy identity that promotes lifelong learning.
					HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com and spelling when writing.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	L.7.2	L.8.2	L.9-10.2	_	communicates a message.
	When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use	When writing: a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
_	of a comma to separate coor- dinate adjectives.	of punctuation to indicate a pause or break.	a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 b. Demonstrate appropriate use of strategies and resources (print and electronic) to iden- 	b. Demonstrate appropriate use of an ellipsis to indicate an omission.	 Demonstrate appropriate use of a colon to introduce a list or quotation. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	tify and correct spelling er- rors.	c. Demonstrate appropriate use of strategies and resources	c. Demonstrate appropriate use of strategies and resources (print	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		(print and electronic) to iden- tify and correct spelling er- rors.	and electronic) to identify and correct spelling errors.	6	Collaborate with others to create new meaning.
	IV Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.2 Sehension Purple (bold) = Analysis N	//AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing:			8	Engage in specialized, discipline- specific literacy practices.
	 a. Demonstrate appropriate use of PUNCTUATION TO INDICATE A 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 			9	Apply high level cognitive processes to think deeply and critically about text.
	spelling errors.			10	Develop a literacy identity that promotes lifelong learning.
		314			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. 				Interdisciplinary Literacy Practices
	PROGRESSION			1	Recognize that text is anything that communicates a message.
	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.	L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective	2	Employ, develop and refine schema to understand and create text.
	 a. Choose language that ex- presses ideas precisely and 	a. Use verbs in the active and passive voice and in the con-	choices for meaning or style and to comprehend more fully when reading or listening.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	concisely, recognizing and ditional and subjunctive more eliminating wordiness and redundancy. ditional and subjunctive more to achieve particular effect (e.g., emphasizing the actor or the action, expressing under the control of the action).	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		or the action, expressing uncertainty or describing a state contrary to fact).		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		IULTIDIMENSIONALITY - L.8.3 Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J	 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 			9	Apply high level cognitive processes to think deeply and critically about text.
	a state contrary to fact).			10	Develop a literacy identity that promotes lifelong learning.
		315			HOME

	GUIDING PRINCIPLE FOR LANGUAGE			Interdisciplinary		
	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			Interdisciplinary Literacy Practices		
academic and domain-spe order to be transition read	cific words and phrases sufficient for readir y. PROGRESSION	ng, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.		
L.7.4 Determine or clarify the me of unknown and multiple-	L.8.4	L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.		
meaning words and phrases based on grade 7 reading an content, choosing flexibly fr	words and phrases based on grade 8 reading and content,	words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.		
array of strategies.	strategies.	a. Use context (e.g. the everall	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
a. Use context (e.g., the o meaning of a sentence paragraph; a word's po or function in a sentence	meaning of a sentence or par- sition agraph; a word's position or	meaning of a sentence, para- graph or text; a word's position or function in a sentence) as a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
clue to the meaning of or phrase.	clue to the meaning of a word clue to the meaning of a word or phrase.		6	Collaborate with others to create new meaning.		
b. Use Greek and Latin aff and roots as clues to th meaning of a word.		b. Identify and correctly use patterns of word changes that indicate different meanings or	7	Utilize digital resources to learn and share with others.		
meaning of a word.	meaning of a word.	parts of speech.	8	Engage in specialized, discipline-		

- 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.
- ntly, and specific literacy practices. Apply high level cognitive processes

9

10

text.

HOME

motes lifelong learning.

to think deeply and critically about

Develop a literacy identity that pro-

		PROGRESSION			Interdisciplinary
	L.7.4	L.8.4	L.9-10.4		
)	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather		e. Acquire and use accurately gen- eral academic and domain- specific words and phrases, sufficient for reading, writing,	1	Recognize that text is anything that communicates a message.
	gather vocabulary knowledge when considering a word or phrase important to compre-	vocabulary knowledge when considering a word or phrase important to comprehension	speaking and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
	hension or expression.	or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transactional, interdisciplinary and transformational.
			expression.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	MULTIDIMENSIONALITY - L.8.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	reading and content, choosing fle			6	Collaborate with others to create new meaning.
┚	 a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use GREEK AND LATIN AFFIXES AND ROOTS as clues to the meaning of a word. 			7	Utilize digital resources to learn and share with others.
		ence materials to find the pronuncia	tion and determine or clarity the pre-	8	Engage in specialized, discipline- specific literacy practices.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehen- sion or expression.			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
5. Students will demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices
		Recognize that text is anything that		
L.7.5	L.8.5	L.9-10.5	1	communicates a message.
Demonstrate understanding of figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
a. Interpret figurative language,	a. Interpret figurative language,	a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
including but not limited to allusions, in context.	including but not limited to irony, in context.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
b. Use the relationship between particular words to improve understanding. b. Use the relationship between particular words to better understanding. b. Are the relationship between particular words to better understand each of the words.	 b. Analyze nuances in the meaning of words with similar denota- 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
c. Distinguish among the conno- tations of words with similar	c. Distinguish among the conno- tations of words with similar	tions.	6	Collaborate with others to create new meaning.
	denotations. MULTIDIMENSIONALITY - L.8.5	ADOON (CARC) CONTENT	7	Utilize digital resources to learn and share with others.
Green (italic) = Compre		` '	8	Engage in specialized, discipline- specific literacy practices.
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.			9	Apply high level cognitive processes to think deeply and critically about text.
c. Distinguish among the CONNOTATIONS of words with similar DENOTATIONS.		10	Develop a literacy identity that promotes lifelong learning.	
	318			HOME

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

READING (RL AND RI)

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

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

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

COMPOSITION

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

LANGUAGE

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



	Reading Standards for Literature - Grade 9-10		Interdisciplinary Literacy Practices
	Key Ideas and Details		
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.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.9-</u> 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
		5	Apply strategic practices, with
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.		scaffolding and then independently, to approach new literacy tasks.
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.		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Hailing dinital managements languaged
<u>RL.9-</u> 10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	7	Utilize digital resources to learn and share with others.
10.7			Engage in specialized, discipline-
<u>RL.9-</u> <u>10.8</u>	(Not applicable to literature)	8	specific literacy practices.
RL.9- 10.9	Analyze how an author draws on and transforms source material in a specific work.		Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RL.9-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-		Develop a literacy identity that pro- motes lifelong learning.
<u>10.10</u>			HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices
		1	Recognize that text is anything that		
	RL.8.1	RL.9-10.1	RL.11.12.1		communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	1	MULTIDIMENSIONALITY RL.9-10	.1		mational.
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
	CITE RELEVANT AND THOROUG well as inferences drawn from t		alysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently,		
	GUIDIN	NG PRINCIPLE FOR READING LITI	ERATURE		to approach new literacy tasks.
	2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.				Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.8.2 Determine themes of a text	RL.9-10.2 Determine a theme or central	RL.11-12.2 Determine two or more themes or cen-	7	share with others.
	and analyze how they are developed through relationships of characters, setting and plot,	idea of a text and analyze in detail its development over the course of the text, including	tral ideas of a text and analyze their development over the course of the text, including how they interact and	8	Engage in specialized, discipline- specific literacy practices.
•	citing textual evidence, paraphrasing or summarizing.	how it emerges and is shaped and refined by specific details.	build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.9-10.2				Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	motes lifelong learning.
		AL IDEA of a text and analyze in def es and is shaped and refined by spe	tail its development over the course of cific details.		HOME

3. Students will analyze how and	G PRINCIPLE FOR READING LITE	RATURE develop and interact over the course of		Interdisciplinary Literacy Practices	
a text. PROGRESSION				Recognize that text is anything that	
RL.8.3	RL.9-10.3	RL.11-12.3	1	communicates a message.	
Analyze how particular lines of dialogue or incidents in a story or drama propel the ac-	Analyze how complex characters develop over the course of a text, interact with other characters and a decrease the place.	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate	2	Employ, develop and refine schema to understand and create text.	
tion, reveal aspects of a character, or provoke a decision.	acters and advance the plot or develop themes.	elements of a story or drama.	3	View literacy experiences as transactional, interdisciplinary and transfor-	
N	ULTIDIMENSIONALITY - RL.9-10	0.3		mational.	
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.				Utilize receptive and expressive language arts to better understand self, others and the world.	
GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
•	nings, and analyze how specific wor	a text, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.	
_	PROGRESSION			Utiliza digital recourses to learn and	
RL.8.4 Determine the meaning of	RL.9-10.4 Determine the meaning of	RL.11-12.4 Determine the meaning of words and	7	Utilize digital resources to learn and share with others.	
words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact	words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative	phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on mean-	8	Engage in specialized, discipline- specific literacy practices.	
of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	impact of specific word choices on meaning and tone.	ing and tone and on the text as a whole.	9	Apply high level cognitive processes to think deeply and critically about text.	
MULTIDIMENSIONALITY - RL.9-10.4				Dovelon a literacy identity that are	
	prehension Purple (bold) = Analysis Is and phrases as they are used in the	MAROON (CAPS) = CONTENT ne text, including figurative and connota-	Develop a literacy identity that promotes lifelong learning.		
	ulative impact of specific WORD C			HOME	

GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary	
	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	1	communicates a message.	
Compare/contrast the structure of two or more texts, and analyze how the differing	Analyze how an author's choices concerning how to structure a text, order events within it	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall struc-	2	Employ, develop and refine schema to understand and create text.	
structure of each text contrib- utes to its meaning and style.	and manipulate time create such effects as mystery, tension or surprise.	ture and meaning as well as its aes- thetic impact.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RL.9-10 Orehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self,	
II ⊫F∥ °	Analyze how an author's choices concerning how to STRUCTURE A TEXT, ORDER EVENTS within it and MA-NIPULATE TIME create such effects as mystery, tension or surprise.			others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	IG PRINCIPLE FOR READING LITE nt of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	PROGRESSION		7	Utilize digital resources to learn and	
RL.8.6	RL.9-10.6	RL.11-12.6		share with others.	
Analyze characters' and readers' perspectives and how the differences create effects,	Analyze a particular author's perspective or cultural experience reflected in a work of liter-	Analyze how point of view and per- spective are used to manipulate the reader for a specific purpose or effect,	8	Engage in specialized, discipline- specific literacy practices.	
including but not limited to suspense, humor and empathy.	ature by drawing on a wide reading of world literature.	including but not limited to satire, sar- casm, irony and understatement.	9	Apply high level cognitive processes to think deeply and critically about text.	
N	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 wo				HOME	

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

GUIDIN	G PRINCIPLE FOR READING LITERA	ATURE		Interdisciplinary
9. Students will analyze how two	. Students will analyze how two or more texts address similar themes or topics in order to build			
knowledge or to compare the ap		Literacy Practices		
	PROGRESSION			Recognize that text is anything tha
RL.8.9	RL.9-10.9	RL.11-12.9	1	communicates a message.
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	2	Employ, develop and refine scher to understand and create text.
stories or religious works, includ- ing describing how the material is rendered new.		·	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
Green (italic) = Comp	IULTIDIMENSIONALITY - RL.9-10.9 rehension Purple (bold) = Analysis M ON AND TRANSFORMS SOURCE MATE	IAROON (CAPS) = CONTENT	4	Utilize receptive and expressive land guage arts to better understand so others and the world.
GUIDING 10. Students will read, comprehe	5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.		
10. Students will read, comprehe	PROGRESSION	s independently and pronciently.	6	Collaborate with others to create new meaning.
RL.8.10	RL.9-10.10	RL.11-12.10		new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn a share with others.
itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend, and analyze grade-level ap-	8	Engage in specialized, discipline- specific literacy practices.
hend, and analyze grade-level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropriate, complex literary texts independently and proficiently.	propriate, complex literary texts independently and proficiently.	9	Apply high level cognitive process to think deeply and critically aboutext.
M				
By the end of the year, flexibly u		gies (i.e., questioning, monitoring, vis-	10	Develop a literacy identity that pomotes lifelong learning.
5. 5.	g, synthesizing, using prior knowledg LEVEL APPROPRIATE, COMPLEX LITE	e, determining importance) to read, ERARY TEXTS independently and pro-		HOME

	Reading Standards for Informational Text - Grade 9-10		Interdisciplinary Literacy Practices
	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.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create 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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
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	4	guage arts to better understand self, others and the world.
	tone.	_	Apply strategic practices, with
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.	5	scaffolding and then independently, to approach new literacy tasks.
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.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utiliza digital recourses to learn and
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.	7	Utilize digital resources to learn and share with others.
10.7	which details are emphasized in each account.		Engage in specialized, discipline-
<u>RI.9-</u> 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.	8	specific literacy practices.
RI.9- 10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.9-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that promotes lifelong learning.
10.10 portance) to read, comprehend and analyze grade-level appropriate, complex informatic dependently and proficiently.			HOME

	GUIDIN		Interdisciplinary		
12	1. Students will read closely to c it; cite specific textual evidence		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.8.1	RI.9-10.1	RI.11-12.1		communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - RI.9-10).1		Utilize receptive and expressive lan-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as				others and the world.
	well as inferences drawn from the	ne text.		_	Apply strategic practices, with
		5	scaffolding and then independently, to approach new literacy tasks.		
	GUIDIN	IG PRINCIPLE FOR INFORMATIO	NAL TEXT		to approach new interacy tasks.
12		•	development; cite specific textual eviport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.2	RI.9-10.2	RI.11-12.2	/	share with others.
	Determine central ideas of a text and analyze how they are developed through relation-	Determine central ideas of a text and analyze in detail their development over the course of	Determine two or more central ideas of a text and analyze their development over the course of the text, in-	8	Engage in specialized, discipline- specific literacy practices.
	ships of key details, citing textual evidence, paraphrasing, or summarizing.	a text, including how they emerge and are shaped and refined by specific details.	cluding how they interact and build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.
	N		B 1 10 11 12 11 1		
	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,			10	Develop a literacy identity that pro- motes lifelong learning.
	including how they emerge and are shaped and refined by specific details.				HOME

3. Students will analyze how and a text.	G PRINCIPLE FOR INFORMATIO	NAL TEXT s develop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything tha
RI.8.3	RI.9-10.3	RI.11-12.3	_	communicates a message.
Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions be-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.	2	Employ, develop and refine schen to understand and create text.
tween ideas over the course of a text.	points are made, how they are introduced and developed and the connections that are drawn between them.		3	View literacy experiences as trans tional, interdisciplinary and transf mational.
N	MULTIDIMENSIONALITY - RI.9-10	0.3		Utilize receptive and expressive la
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand se others and the world.
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.				Apply strategic practices, with scaffolding and then independent
<u> </u>				to approach new literacy tasks.
	G PRINCIPLE FOR INFORMATIO and phrases as they are used in a t		6	Collaborate with others to create new meaning.
4. Students will interpret words		ext, including determining technical,		Collaborate with others to create new meaning.
4. Students will interpret words	and phrases as they are used in a t	ext, including determining technical,	6 7	Collaborate with others to create
4. Students will interpret words	and phrases as they are used in a t nings, and analyze how specific wo	ext, including determining technical,		Collaborate with others to create new meaning. Utilize digital resources to learn a share with others.
4. Students will interpret words connotative, and figurative mean RI.8.4 Determine the meaning of words and phrases as they are	and phrases as they are used in a to nings, and analyze how specific wo PROGRESSION RI.9-10.4 Determine the meaning of words and phrases as they are used in a	ext, including determining technical, rd choices shape meaning or tone. RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, in-		Collaborate with others to create new meaning. Utilize digital resources to learn a
4. Students will interpret words connotative, and figurative mean RI.8.4 Determine the meaning of	and phrases as they are used in a tonings, and analyze how specific wo PROGRESSION RI.9-10.4 Determine the meaning of words	ext, including determining technical, rd choices shape meaning or tone. RI.11-12.4 Determine the meaning of words and	7	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-
RI.8.4 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.	and phrases as they are used in a trainings, and analyze how specific work. PROGRESSION 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	ext, including determining technical, and choices shape meaning or 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.	7 8 9	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive process to think deeply and critically about text.
RI.8.4 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.	and phrases as they are used in a trainings, and analyze how specific work. PROGRESSION 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.	ext, including determining technical, and choices shape meaning or 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.	7	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive process to think deeply and critically about

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
5. Students will tions of the text	•		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
RI.8	RI.8.5 RI.9-10.5 RI.11-12.5				communicates a message.
Analyze in detail of a specific paratext, including the	agraph in a	Analyze in detail how an au- thor's ideas or claims are devel- oped and refined by particular	Analyze and evaluate the effective- ness of the structure an author uses in his or her exposition or argument.	2	Employ, develop and refine schema to understand and create text.
ticular sentence ing and refining cept.	•	sentences, paragraphs or larger portions of a text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
Gre	N een (italic) = Comp	MULTIDIMENSIONALITY - RI.9-10 Orehension Purple (bold) = Analysis	0.5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Analyze in deta		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
6. Students will		G PRINCIPLE FOR INFORMATION int of view, perspective and purpos	NAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and share with others.
RI.8	3.6	RI.9-10.6	RI.11-12.6		
Determine an au spective and putext, and analyz	rpose in a	Determine an author's point of view, perspective and purpose in a text, and analyze how an	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effec-	8	Engage in specialized, discipline- specific literacy practices.
thor acknowled sponds to confli or viewpoints.	ges and re-	author uses rhetoric to advance that point of view or purpose.	tive, analyzing how style and content contribute to the effectiveness of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
	N				
	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				Develop a literacy identity that promotes lifelong learning.
author uses R	HETORIC to adv	vance that point of view or purp	oose.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	7. Students will integrate and ev media and formats.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
П	RI.8.7	RI.9-10.7	RI.11-12.7		communicates a message.
	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non-print formats,	Integrate and evaluate multiple sources of information presented in different print and non-print formats	2	Employ, develop and refine schema to understand and create text.
	senting particular topics or ideas.	determining which details are emphasized in each account.	in order to address a question or solve a problem.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - RI.9-10	0.7		Utilize receptive and expressive lan-
		orehension Purple (bold) = Analysis UBJECT PRESENTED IN DIFFERENT F	is MAROON (CAPS) = CONTENT T PRINT AND NON-PRINT FORMATS, deter-	4	guage arts to better understand self, others and the world.
	mining which details are emphas	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
		• ,	ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.8.8	RI.9-10.8	RI.11-12.8	7	share with others.
	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	dentify and evaluate the argument, specific claims in claims and evidence in a text, assessing whether the assessing the validity, reason-		8	Engage in specialized, discipline- specific literacy practices.
1 1	evidence is relevant and suffi- cient; recognize when irrele- vant evidence is introduced.	ing, relevancy and sufficiency of the evidence; identify false statements and fallacious rea- soning.	ciency; analyze false statements and fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.9-10.8 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Develop a literacy identity that pro-
					motes lifelong learning.
		fic CLAIMS and EVIDENCE in a text, dence; identify false statements ar	assessing the validity, reasoning, rele- nd FALLACIOUS REASONING.		HOME

	PRINCIPLE FOR INFORMATIONAL 1 or more texts address similar themes of proaches the authors take.			Interdisciplinary Literacy Practices
RI.8.9	1	Recognize that text is anything that		
Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or in-	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.	2	communicates a message. Employ, develop and refine schema to understand and create text.
	ULTIDIMENSIONALITY - RI.9-10.9 ehension Purple (bold) = Analysis MAR	OON (CAPS) = CONTENT	3	View literacy experiences as transactional, interdisciplinary and transformational.
Analyze DOCUMENTS OF HISTOR THEMES and concepts.	ICAL AND LITERARY SIGNIFICANCE, incl	uding how they address related	4	Utilize receptive and expressive language arts to better understand self, others and the world.
10. Students will read, comprehe ly.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
RI.8.10 By the end of the year, flexibly	PROGRESSION RI.9-10.10 By the end of the year, flexibly use a	RI.11-12.10 By the end of the year, flexibly use	6	Collaborate with others to create new meaning.
use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz-	variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.
ing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex in-	determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and pro-	mining importance) to read, com- prehend and analyze grade-level appropriate, complex information-	8	Engage in specialized, discipline- specific literacy practices.
formational texts independently and proficiently.	ficiently.	al texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
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, ualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to real			10	Develop a literacy identity that pro-
ualizing, inferencing, summarizing		determining importance) to read,		motes lifelong learning.

	Composition – Grade 9-10		Interdisciplinary Literacy Practices
	Text Types and Purposes	1	Recognize that text is anything that
	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 appropri-	2	Employ, develop and refine schema
<u>C.9-</u>	 ate 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 	3	to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational.
<u>10.1</u>	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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	e. Establish and maintain a task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Compose informative 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.	6	Collaborate with others to create new meaning.
	a. Produce writing in which the development and organization are appropriate to task and purpose.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections	7	Utilize digital resources to learn and share with others.
	and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.9-</u> <u>10.2</u>	 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. 	9	Apply high level cognitive processes to think deeply and critically about
	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.		text.
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	10	Develop a literacy identity that promotes lifelong learning.
	h. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

Use narrative 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 points/jo 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. 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; synthizer methods are demandated and created to understand sold the support of the subject under innovation (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthizer generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthizer generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthizer generated question) or solve a problem; narrow or broaden the inquir		Composition – Grade 9-10		Interdisciplinary Literacy Practices
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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 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. In Security of promasts to cite sources. Research to Build and Present Knowledge C.9. Each of the company of the subject under investigation. 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. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. HOME Utilize receptive and expressive language arts to better understand self, others and the world. 4		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	3	tional, interdisciplinary and transfor-
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C.9- 10.4 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Research to Build and Present Knowledge Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searched es 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- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. ### August 10 ### August 20 ### A		Production and Distribution of Writing		
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- Gather relevant information from multiple authoritative print and digital sources, using advanced searches es 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- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Bengage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning. HOME		technology's capacity to link to other information and to display information flexibly and dynamically.	7	, and the second
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches es 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 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. 10 Develop a literacy identity that promotes lifelong learning.				Engage in specialized, discipline-
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C.9- 10.6 Cather relevant information from multiple authoritative print and digital sources, using advanced searches es 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.9- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. To motes lifelong learning.		generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize		
ard 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. Develop a literacy identity that promotes lifelong learning. HOME		es effectively; assess the usefulness of each source in answering the research question; integrate infor-	9	' '
C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.	<u>10.6</u>	ard format for citation.	10	, , , , , , , , , , , , , , , , , , , ,
10.7 and audiences.		Range of Writing		motes meiong learning.
711		and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

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

Interdisciplinary

Literacy Practices

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

MULTIDIMENSIONALITY - C.9-10.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
 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 evi- dence. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
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.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims, reasons and evidence. e. Establish and maintain a task appropriate writing style. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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 	6	Collaborate with others to create new meaning.
approach, focusing on addressing what is most significant for a specific purpose and audience.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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.

	and accurately through the check	PROGRESSION	is or content.	1	Recognize that text is anything that communicates a message.
	C.8.2	C.9-10.2	C.11-12.2		
	Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or ex- planatory texts to examine and convey complex ideas, concepts	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor-	2	Employ, develop and refine schema to understand and create text.
	cepts, and information through the selection, organization, and analysis of relevant content.	and information clearly and accurately through the effective selection, organization and analysis of content.	mation clearly and accurately through the effective selection, organization and analysis of con-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Produce clear and coherent writing in which the devel-	a. Produce writing in which the development and organiza-	a. Produce clear and coherent writing in which the develop-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
,	opment, organization and style are appropriate to task, purpose and audience.	tion are appropriate to task and purpose.	ment, organization, and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 b. Introduce a topic clearly; organize ideas, concepts, and information into broad- 	b. Introduce a topic; organize complex ideas, concepts and	b. Introduce a topic; organize complex ideas, concepts and information so that each new	6	Collaborate with others to create new meaning.
	er categories; include for- matting, graphics and multi- media when useful to aiding	information to make im- portant connections and dis- tinctions; include formatting, graphics and multimedia	element builds on that which precedes it to create a unified whole; include formatting,	7	Utilize digital resources to learn and share with others.
	comprehension.	when useful to aiding comprehension.	graphics and multimedia when useful to aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.
	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other infor-	c. Develop the topic with well- chosen, relevant, and suffi- cient facts, extended defini- tions, concrete details, quo-	c. Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, ex- tended definitions, concrete	9	Apply high level cognitive processes to think deeply and critically about text.
	mation and examples.	tations or other information and examples appropriate to the audience's knowledge of the topic.	details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	10	Develop a literacy identity that pro- motes lifelong learning.
		της τορις.	Micage of the topic.		HOME

Interdisciplinary

Literacy Practices

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

MULTIDIMENSIONALITY - C.9-10.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
 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 	2	Employ, develop and refine schema to understand and create text.
and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.	3	View literacy experiences as transactional, interdisciplinary and transformational
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.	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.
 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 f. Establish and maintain a formal style and objective tone while attending to the norms and 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. 	6	Collaborate with others to create new meaning.
nation 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.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

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

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

MULTIDIMENSIONALITY - C.9-10.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea	1	Recognize that text is anything that communicates a message.
and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropri-	2	Employ, develop and refine schema to understand and create text.
ate to task, purpose and audience.b. Engage and orient the reader by setting up a problem, situation or observation, establishing one or	3	View literacy experiences as transactional, interdisciplinary and transformational.
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	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	6	Collaborate with others to create new meaning.
f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.	7	Utilize digital resources to learn and share with others.
g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	8	Engage in 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

		ING PRINCIPLE FOR COMPOSITION			Interdisciplinary Literacy Practices	
			Recognize that text is anything that			
	C.8.4	C.9-10.4	C.11-12.4	1	communicates a message.	
	Use digital resources to create and publish products as well as to interact and collaborate with oth- ers; cite sources using MLA or APA	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to	Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to	2	Employ, develop and refine schema to understand and create text.	
	format.	other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Green (italic) = Compr	JLTIDIMENSIONALITY - C.9-10.4 ehension Purple (bold) = Analysis MA , publish, and update individual or sha		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	variety of formats to cite sources.	er information and to display informat		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		Well as more sustained research project the subject under investigation.		6	Collaborate with others to create new meaning.	
		PROGRESSION			Utilize digital resources to learn and	
	C.8.5 Conduct short research projects	C.9-10.5 Conduct short as well as more sus-	C.11.12.5 Conduct short as well as more sus-	7	share with others.	
7	to answer a question (including a self-generated question), drawing on several sources and generating new avenues for	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	tained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the	8	Engage in specialized, discipline- specific literacy practices.	
	inquiry.	priate; synthesize multiple sources on the subject, demonstrating un- derstanding of the subject under investigation.	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MU	JLTIDIMENSIONALITY - C.9-10.5			Develop a literacy identity that pro-	
	Conduct short as well as more sus	ehension Purple (bold) = Analysis MA tained RESEARCH projects to answer a	question (including a self-	10	motes lifelong learning.	
	-	oblem; narrow or broaden the inquiry onstrating understanding of the subject	* * * *		HOME	

	GUI	DING PRINCIPLE FOR COMPOSITION	N		Interdisciplinary
	6. Students will gather relevant and accuracy of each source an search while avoiding plagiarism		Literacy Practices		
	PROGRESSION			1	Recognize that text is anything that
	C.8.6	C.9-10.6	C.11-12.6	-	communicates a message.
	Gather relevant information rom multiple print and digital sources, using search terms effectively; assess the credibil- effectively; assess the credibil- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of es effectively; assess the strengths	2	Employ, develop and refine schema to understand and create text.		
/	ity and accuracy of each source; and, in order to reflect, analyze or complete short research pro- jects, quote or paraphrase the	each source in answering the re- search question; integrate infor- mation into the text selectively to maintain the flow of ideas, avoiding	and limitations of each source in terms of the task, purpose and audi- ence; integrate information into the text selectively to maintain the flow	3	View literacy experiences as transactional, interdisciplinary and transformational.
	data and conclusions of others, while avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	plagiarism and following a standard format for citation.	of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for cita-		Utilize receptive and expressive language arts to better understand self, others and the world.
	Green (italic) = Com	MULTIDIMENSIONALITY - C.9-10.6 aprehension Purple (bold) = Analysis Manual in the print and digital sources are sources.	` '	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	assess the usefulness of each sour	ce in answering the research question; into s, avoiding plagiarism and following a stand	egrate information into the text selec-	6	Collaborate with others to create new meaning.
		DING PRINCIPLE FOR COMPOSITION rely over extended and shorter time frame		7	Utilize digital resources to learn and share with others.
	and audiences.	PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
	C.8.7	C.9-10.7	C.11-12.7		
	tended time frames and shorter time frames for a va-	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
_		MULTIDIMENSIONALITY - C.9-10.7	AROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language — Grades 9-10 Conventions of Standard English		Interdisciplinary Literacy Practices		
<u>L.9-</u>	In both written and oral expression: a. Demonstrate appropriate use of parallel structure.	1	Recognize that text is anything that communicates a message.		
10.1	 Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey spe- cific meanings and add variety and interest to writing or presentations. 	2	Employ, develop and refine schema to understand and create text.		
<u>L.9-</u>	 When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. 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. 		View literacy experiences as transactional, interdisciplinary and transformational.		
<u>10.2</u>			Utilize receptive and expressive language arts to better understand self, others and the world.		
<u>L.9-</u> 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	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	and writing type. Vocabulary Acquisition and Use	6	Collaborate with others to create new meaning.		
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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.	7	Utilize digital resources to learn and share with others.		
<u>L.9-</u> <u>10.4</u>	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	8	Engage in specialized, discipline- specific literacy practices.		
	clarify its precise meaning or its part of speech. 1. 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.		Apply high level cognitive processes to think deeply and critically about text.		
<u>L.9-</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and ana-	10	Develop a literacy identity that pro- motes lifelong learning.		
<u>10.5</u>	lyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		HOME		

		DING PRINCIPLE FOR LANGUAGE			Interdisciplinary Literacy Practices
	writing and speaking.	PROGRESSION		1	Recognize that text is anything that
L	L.8.1	L.9-10.1	L.11-12.1		communicates a message.
:	In both written and oral expression:	In both written and oral expression:	In both written and oral expression: a. Demonstrate the understanding	2	Employ, develop and refine schema to understand and create text.
,	 Identify verbals correctly based on their intended func- tion. 	Demonstrate appropriate use of parallel structure.	that usage is a matter of convention, can change over time and may be contested.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 Demonstrate appropriate use of verbs in the active and pas- sive voice. 	 Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adver- bial, participial, prepositional, 	 Resolve issues of complex or contested usage, consulting references as needed. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
(c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood,	trate appropriate use absolute) and clauses in the indicative, im- , interrogative, condinum (independent, dependent; noun, relative, adverbial) to		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	while recognizing and cor- recting inappropriate shifts.	add variety and interest to writing or presentations.		6	Collaborate with others to create new meaning.
		JLTIDIMENSIONALITY - L.9-10.1 phension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	In both written and oral expressio		ANOON (CAI 3) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
P	a. <i>Demonstrate appropriate use of</i> PARALLEL STRUCTURE. b. <i>Demonstrate appropriate use of various types of</i> PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, AD-				Apply high level cognitive processes to think deeply and critically about text.
	verbial) to convey specific meani	ings and add variety and interest to	writing or presentations.	10	Develop a literacy identity that promotes lifelong learning.
		346			HOME

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com	mand of the conventions of standard	d English capitalization, punctuation		Literacy Practices
	and spelling when writing.				Literacy Practices
		PROGRESSION			Recognize that text is anything that
	L.8.2	L.9-10.2	L.11-12.2	1	communicates a message.
	When writing:	When writing:	When writing:		
	Demonstrate appropriate use of punctuation to indicate a	Demonstrate appropriate use of a semicolon with and with-	a. Demonstrate command of the conventions of standard English	2	Employ, develop and refine schema to understand and create text.
_	pause or break.	out a conjunctive adverb to link two or more closely related independent clauses.	capitalization, punctuation and spelling.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Demonstrate appropriate use of an ellipsis to indicate an omission.	 Demonstrate appropriate use of a colon to introduce a list or quotation. 		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden-	of strategies and resources of strategies and resources (print and electronic) to iden-		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tify and correct spelling er- rors.	tify and correct spelling er- rors.		6	Collaborate with others to create new meaning.
	Ml Green (italic) = Compre	JLTIDIMENSIONALITY - L.9-10.2 Chension Purple (bold) = Analysis V	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
_	When writing: a. Demonstrate appropriate use of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK				Engage in specialized, discipline- specific literacy practices.
	TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES. b. Demonstrate appropriate use of a COLON TO INTRODUCE A LIST OR QUOTATION. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct				Apply high level cognitive processes to think deeply and critically about text.
	spelling errors.			10	Develop a literacy identity that promotes lifelong learning.
		34/			HOME

	ill apply knowledge	DING PRINCIPLE FOR LANGUAGE of language to understand how lang ning or style and to comprehend mo	uage functions in different contexts,		Interdisciplinary Literacy Practices
	L.8.3	PROGRESSION L.9-10.3	L.11-12.3	1	Recognize that text is anything that
Use knowledge its conventions	e of language and	Apply knowledge of language to understand how language functions in different contexts, to	Apply knowledge of language to understand how language functions in different contexts, to make effec-	2	communicates a message. Employ, develop and refine schema to understand and create text.
passive vo	in the active and ice and in the condice and in the condictive	make effective choices for mean- ing or style and to comprehend more fully when reading or listen- ing.	tive choices for meaning or style and to comprehend more fully when reading or listening.	3	View literacy experiences as transactional, interdisciplinary and transformational.
mood to a effects (e.g	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Ing. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	 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 middle seasons and shadely according to the seasons of the middle seasons and shadely according to the seasons of th	4	Utilize receptive and expressive language arts to better understand selections others and the world.	
			5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.	
			ences for guidance as needed.	6	Collaborate with others to create new meaning.
	Ml Green (italic) = Compr	JLTIDIMENSIONALITY - L.9-10.3 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	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.			8	Engage in specialized, discipline- specific literacy practices.
a. Write and				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

PROGRESSION



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

L.9-10.4

Interdisciplinary Literacy Practices

Recognize that text is anything that 1 communicates a message.

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

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Determine or clarify the meaning Determine or clarify the meaning of unknown and multipleof unknown and multiple-meaning meaning words and phrases words and phrases based on based on grade 8 reading and grades 9-10 reading and content, content, choosing flexibly from an 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.

L.11-12.4

mational. Utilize receptive and expressive lan-4 guage arts to better understand self, others and the world.

Apply strategic practices, with

to approach new literacy tasks.

scaffolding and then independently,

Utilize digital resources to learn and

3

5

7

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.

array of strategies.

L.8.4

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

- 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.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Engage in specialized, discipline-8 specific literacy practices.

share with others.

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

HOME

	PROGRESSION			Interdisciplinary	
L.8.4	L.9-10.4	L.11-12.4		Literacy Practices	
 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 	 d. Acquire and use accurately general academic and domain -specific words and phrases, sufficient for reading, writing, 	 d. Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Recognize that text is anything that communicates a message.	
vocabulary knowledge when considering a word or phrase important to comprehension	speaking, and listening in or- der to be transition ready, demonstrate independence in	speaking, and listening in order to be transition ready; demonstrate independence in gather-	2	Employ, develop and refine schema to understand and create text.	
or expression.	gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3	View literacy experiences as transational, interdisciplinary and transformational.	
D.O.L.		expression.	4	Utilize receptive and expressive land guage arts to better understand seathers and the world.	
	MULTIDIMENSIONALITY - L.9-10.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.	
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 9-10 reading and content, choosing flexibly from an array of strategies.			
Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.					
•	meaning of a word or phrase.	·	7	Utilize digital resources to learn an share with others.	
b. Identify and correctly use patterc. Consult general and specialize clarify its precise meaning or in	meaning of a word or phrase. erns of word changes that indicate dig d reference materials to find the proress part of speech.	fferent meanings or parts of speech. nunciation of a word or determine or	7	•	
 b. Identify and correctly use patter c. Consult general and specialize clarify its precise meaning or it d. Acquire and use accurately generating, writing, speaking and 	meaning of a word or phrase. erns of word changes that indicate dig d reference materials to find the pror	fferent meanings or parts of speech. nunciation of a word or determine or words and phrases, sufficient for eady; demonstrate independence		share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive process	
 b. Identify and correctly use patter. c. Consult general and specialize clarify its precise meaning or in the control of th	meaning of a word or phrase. erns of word changes that indicate digital and the profession of speech. I listening in order to be transition research.	fferent meanings or parts of speech. nunciation of a word or determine or words and phrases, sufficient for eady; demonstrate independence	8	Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processe to think deeply and critically about	

5. Students will demonstrate	GUIDING PRINCIPLE FOR LANGUAGE understanding of word relationships and			Interdisciplinary Literacy Practices
L.8.5	PROGRESSION L.9-10.5	L.11-12.5	1	Recognize that text is anything that
Demonstrate understanding of		Demonstrate understanding of fig-		communicates a message.
figurative language, word relationships and nuances in word meanings.	_	urative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
a. Interpret figurative langua including but not limited to	ge, a. Interpret figures of speech in	a. Interpret figures of speech in context, including but not lim-	3	View literacy experiences as transactional, interdisciplinary and transformational.
irony, in context.	ited to euphemism and oxy- moron, and analyze their rhe- torical function in the text.	ited to hyperbole and paradox, and analyze their rhetorical function in the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
b. Use the relationship betwo particular words to better understand each of the	een b. Analyze nuances in the mean- ing of words with similar de- notations.	 b. Analyze nuances in the meaning of words with similar denota- tions. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
words.		tions.	6	Collaborate with others to create new meaning.
 c. Distinguish among the cor tations of words with simil denotations. 			7	Utilize digital resources to learn and share with others.
Green (italic) = (MULTIDIMENSIONALITY - L.9-10.5 omprehension Purple (bold) = Analysis N	//AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret FIGURES OF SPEECH in context, including but not limited to EUPHEMISM and OXYMORON,			Apply high level cognitive processes to think deeply and critically about text.
· ·	and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		10	Develop a literacy identity that promotes lifelong learning.
	351			HOME

	Reading Standards for Literature Grade 11-12		Interdisciplinary Literacy Practices
	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.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
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	4	guage arts to better understand self, others and the world.
	and on the text as a whole.		Apply strategic practices, with
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.	5	scaffolding and then independently, to approach new literacy tasks.
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.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RL.11- 12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.	7	share with others.
12.7	prets the source text.		Engage in specialized, discipline-
RL.11- 12.8	(Not applicable to literature)	8	specific literacy practices.
RL.11-	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	9	Apply high level cognitive processes to think deeply and critically about
<u>12.9</u>	riod treat similar themes of topics.		text.
	Range of Reading and Level of Text Complexity		
<u>RL.11-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-		Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>			HOME

	GUIDING PRINCIPLE FOR READING LITERATURE 1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.9-10.1	RL.11.12.1			communicates a message.
	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic- itly as well as inferences drawn		2	Employ, develop and refine schema to understand and create text.
ľ	drawn from the text.	from the text.		3	View literacy experiences as transactional, interdisciplinary and transfor-
	М	ULTIDIMENSIONALITY - RL.11-1	2.1	, J	mational.
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
┚	CITE RELEVANT AND THOROUGH well as inferences drawn from the		alysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		mary, paraphrase and direct quotat	alyze their development; cite specific ions to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			
	RL.9-10.2 Determine a theme or central	RL.11-12.2 Determine two or more themes		7	Utilize digital resources to learn and share with others.
	idea of a text and analyze in detail its development over the course of the text, includ- ing how it emerges and is	or central ideas of a text and analyze their development over the course of the text, including how they interact and build on		8	Engage in specialized, discipline- specific literacy practices.
	shaped and refined by specific details.	one another to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine TWO OR MORE 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.				
				10	Develop a literacy identity that promotes lifelong learning.
	course of the text, including now	r they interact and build on one ano	ther to produce a complex account.		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.				Interdisciplinary Literacy Practices
	RL.9-10.3	PROGRESSION RL.11-12.3		1	Recognize that text is anything that communicates a message.
	Analyze how complex characters develop over the course of a text, interact with other characters and advance the	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a		2	Employ, develop and refine schema to understand and create text.
	plot or develop themes.	story or drama.		3	View literacy experiences as transactional, interdisciplinary and transfor-
		ULTIDIMENSIONALITY - RL.11-1			mational.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze the IMPACT OF THE AUTHOR'S CHOICES over the course of a text regarding how to develop and relate elements of a story or drama.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
		G PRINCIPLE FOR READING LITE		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	•	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION	ext, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
	RL.9-10.4	RL.11-12.4			
	Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are		7	Utilize digital resources to learn and share with others.
	used in the text, including figurative and connotative meanings; analyze the cumu-	used in the text, including fig- urative and connotative mean- ings; analyze the cumulative		8	Engage in specialized, discipline- specific literacy practices.
	lative impact of specific word choices on meaning and tone.	impact of specific word choices on meaning and tone and on the text as a whole.		9	Apply high level cognitive processes to think deeply and critically about text.
	M	ULTIDIMENSIONALITY - RL.11-1	2.4		
	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.			10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	UIDING PRINCIPLE FOR READING L			Interdisciplinary Literacy Practices
	5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.			
	PROGRESSION		1	Recognize that text is anything that
RL.9-10.5	RL.11-12.5		-	communicates a message.
Analyze how an author's choices concerning how structure a text, order expenses.	· ·		2	Employ, develop and refine schema to understand and create text.
within it and manipulate create such effects as m tery, tension or surprise			3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.11 = Comprehension Purple (bold) = Analys choices concerning how to STRUCTUR	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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.			
6. Students will analyze	ow point of view, perspective and purp		6	Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RL.9-10.6	RL.11-12.6		7	share with others.
Analyze a particular autiperspective or cultural ence reflected in a work	peri- perspective are used to manip- ulate the reader for a specific		8	Engage in specialized, discipline- specific literacy practices.
literature by drawing or wide reading of world li	· · ·		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.6			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze how POINT OF VIEW AND PERSPECTIVE are used to manipulate the reader for a specific purpose			Develop a literacy identity that pro- motes lifelong learning.
	or effect, including but not limited to SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.			HOME

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

	G PRINCIPLE FOR READING LITE			Interdisciplinary
	knowledge or to compare the approaches the authors take.			Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.9-10.9	RL.11-12.9		_	communicates a message.
Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of var- ious time periods to analyze how two or more texts from the same period treat similar		2	Employ, develop and refine schema to understand and create text.
	themes or topics.		_	View literacy experiences as transac-
M	ULTIDIMENSIONALITY - RL.11-1	2.9	3	tional, interdisciplinary and transfor-
	prehension Purple (bold) = Analysis			mational.
PERIOD treat similar themes or		O OR MORE TEXTS FROM THE SAME	4	Utilize receptive and expressive language arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION		_	Collaborate with others to create
RL.9-10.10	RL.11-12.10		6	new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,		7	Utilize digital resources to learn and share with others.
encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level		8	Engage in specialized, discipline- specific literacy practices.
grade-level appropriate, complex literary texts independently and proficiently.	appropriate, complex literary texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about text.
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,		10	Develop a literacy identity that pro- motes lifelong learning.	
comprehend, and analyze GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.				HOME

	Reading Standards for Informational Text - Grade 11-12		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.11-</u> <u>12.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
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.	4	guage arts to better understand self, others and the world.
RI.11- 12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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.	6	Collaborate with others to create new meaning.
	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.	7	Utilize digital resources to learn and share with others.
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.	8	Engage in specialized, discipline- specific literacy practices.
RI.11- 12.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.11-</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,		Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>			HOME

GUIDING	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	etermine what the text says explicito support conclusions drawn from	itly and to make logical inferences from the text.		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.9-10.1	RI.11-12.1		_	communicates a message.
Cite relevant and thorough textual evidence to support analysis of what the text says	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-		2	Employ, develop and refine schema to understand and create text.
explicitly as well as inferences drawn from the text.	itly as well as inferences drawn from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	ULTIDIMENSIONALITY - RI.11-12	2.1		Utilize receptive and expressive lan-
	H TEXTUAL EVIDENCE to support an	MAROON (CAPS) = CONTENT nalysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
	well as inferences drawn from the text. GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			
2. Students will determine centr	ral ideas of a text and analyze their	development; cite specific textual eviport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and
RI.9-10.2	RI.11-12.2		7	share with others.
Determine central ideas of a text and analyze in detail their development over the course	Determine two or more central ideas of a text and analyze their development over the course		8	Engage in specialized, discipline- specific literacy practices.
of the text, including how they emerge and are shaped and refined by specific details.	of the text, including how they interact and build on one another to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
M	MULTIDIMENSIONALITY - RI.11-12.2 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
	FRAL IDEAS OF A TEXT and analyze react and build on one another to p	their development over the course of produce a complex account.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATIO	NAL TEXT		Interdisciplinary
	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
		PROGRESSION		_	Recognize that text is anything that
	RI.9-10.3	RI.11-12.3		1	communicates a message.
	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over		2	Employ, develop and refine schema to understand and create text.
	which the points are made, how they are introduced and developed and the connections that are drawn between them.	the course of the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
_	Green (italic) = Com	IULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	4. Students will interpret words		ext, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.9-10.4	RI.11-12.4		7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical	Determine the meaning of words and phrases as they are used in a text, including figurative, conno- tative and technical meanings;		8	Engage in specialized, discipline- specific literacy practices.
	meanings; analyze the cumulative impact of specific word choices on meaning and tone.	analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		9	Apply high level cognitive processes to think deeply and critically about text.
	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.				Develop a literacy identity that pro-
				10	motes lifelong learning.
					HOME

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	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.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RI.9-10.5	RI.11-12.5			communicates a message.
	Analyze in detail how an author's ideas or claims are developed and refined by partic-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposi-		2	Employ, develop and refine schema to understand and create text.
	ular sentences, paragraphs or larger portions of a text.	tion or argument.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	IULTIDIMENSIONALITY - RI.11-1	2.5		Utilize receptive and expressive lan-
	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 ARGU-			4	guage arts to better understand self, others and the world.
	MENT.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		to approach new interacy tasks.
	6. Students will analyze how po	int of view, perspective and purpos	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.9-10.6	RI.11-12.6		7	share with others.
	Determine an author's point of view, perspective and purpose in a text and analyze how an author uses rhetoric	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing		8	Engage in specialized, discipline- specific literacy practices.
	to advance that point of view or purpose.	how style and content contrib- ute to the effectiveness of the text.		9	Apply high level cognitive processes to think deeply and critically about text.
	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 par-				
			10	Develop a literacy identity that promotes lifelong learning.	
	ticularly effective, analyzing how style and content contribute to the effectiveness of the text.				HOME

GUIDIN	IG PRINCIPLE FOR INFORMATIO	NAL TEXT		Interdisciplinary	
7. Students will integrate and e media and formats.	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that communicates a message.	
Analyze various accounts of a subject presented in different print and non-print formats,	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different print and non-		2	Employ, develop and refine schema to understand and create text.	
determining which details are emphasized in each account.	print formats in order to address a question or solve a problem.		3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RI.11-12.7 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Utilize receptive and expressive language arts to better understand self, others and the world.	
formats in order to address a qu		sented in different print and non-print	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		MAL TEXT ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
RI.9-10.8	PROGRESSION RI.11-12.8		7	Utilize digital resources to learn and share with others.	
Evaluate the argument, specific claims and evidence in a text, assessing the validity,	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reason-		8	Engage in specialized, discipline- specific literacy practices.	
reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	ing, relevance and sufficiency; analyze false statements and fallacious reasoning.		9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.	
 	ific CLAIMS and EVIDENCE in a text, false statements and FALLACIOUS I	, assessing the validity, reasoning, rele- REASONING.		HOME	

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

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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		Recognize that text is anything that communicates a message.
			Employ, develop and refine schema to understand and create text.
<u>C.11-</u>	 (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 	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>12.1</u>	 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 		Utilize receptive and expressive language arts to better understand self, others and the world.
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. a. Produce clear and coherent writing in which the development, organization and style are appropriate to 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 use-		Collaborate with others to create new meaning.
			Utilize digital resources to learn and share with others.
<u>C.11-</u>	 ful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. 	8	Engage in specialized, discipline- specific literacy practices.
<u>12.2</u>	 d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 		Apply high level cognitive processes to think deeply and critically about text.
	 f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	10	Develop a literacy identity that promotes lifelong learning.
	h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		Secretary described
	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or sup-	1	Recognize that text is anything that communicates a message.
	porting a claim. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
C.11-	 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 devel- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
12.3	 op experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Production and Distribution		Collaborate with others to create new meaning.
<u>C.11-</u> <u>12.4</u>	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge		Engage in specialized, discipline-
<u>C.11-</u> 12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	8	specific literacy practices.
<u>C.11-</u>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches		Apply high level cognitive processes to think deeply and critically about text.
12.0			Develop a literacy identity that promotes lifelong learning.
<u>C.11-</u> <u>12.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.		HOME

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

HOME

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

	MULTIDIMENSIONALITY - 11-12.1		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		iteracy Practices
	Compose ARGUMENTS to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	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		Utilize receptive and expressive language arts to better understand self, others and the world.
	 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 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Establish and maintain a task appropriate writing style.	6	Collaborate with others to create new meaning.
	 Provide a concluding statement or section that follows from and supports the argument presented. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new 	7	Utilize digital resources to learn and share with others.
	approach, focusing on addressing what is most significant for a specific purpose and audience.		Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that promotes lifelong learning.
			HOME

GUIC	ING PRINCIPLE FOR COMPOSITION			Interdisciplinary
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.		Literacy Practices		
	PROGRESSION			Recognize that text is anything that
C.9-10.2	C.11-12.2		1	communicates a message.
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately		2	Employ, develop and refine schema to understand and create text.
clearly and accurately through the effective selection, organi- zation and analysis of content.	through the effective selection, organization and analysis of content.		3	View literacy experiences as transactional, interdisciplinary and transformational.
a. Produce writing in which the development and or-	<u> </u>		4	Utilize receptive and expressive language arts to better understand self, others and the world.
			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
b. Introduce a topic; organize complex ideas, concepts and information to make	b. Introduce a topic; organize complex ideas, concepts and information so that each new		6	Collaborate with others to create new meaning.
important connections and distinctions; include for- matting, graphics and mul- timedia when useful to	element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when		7	Utilize digital resources to learn and share with others.
aiding comprehension.	useful to aiding comprehension.		8	Engage in specialized, discipline- specific literacy practices.
c. Develop the topic with well -chosen, relevant and sufficient facts, extended definitions, concrete details,	c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details,		9	Apply high level cognitive processes to think deeply and critically about text.
quotations or other infor- mation and examples ap- propriate to the audience's knowledge of the topic.	quotations or other infor- mation and examples appropri- ate to the audience's	10	Develop a literacy identity that promotes lifelong learning.	
knowledge of the topic.	knowledge of the topic.			HOME

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

	MULTIDIMENSIONALITY - 11-12.12		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
	Compose INFORMATIVE/EXPLANATORY TEXTS to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content.	1	Recognize that text is anything that
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		communicates a message.
	 b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia 	2	Employ, develop and refine schema to understand and create text.
	 when useful to aiding comprehension. 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
_		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	6	Collaborate with others to create new meaning.
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.
	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.	8	Engage in 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 tech-			Interdisciplinary Literacy Practices	
	nique, well-chosen details and w	ell-structured event sequences. PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.9-10.3 Use narratives strategically in	C.11-12.3 Use narratives strategically in		2	Employ, develop and refine schema
	other modes of writing, utiliz- ing effective technique, well- chosen details and well-	other modes of writing, utilizing effective technique, well-chosen details and well-structured se-			to understand and create text. View literacy experiences as transac-
	structured sequences for an intended purpose including	quences for an intended pur- pose, including but not limited to		3	tional, interdisciplinary and transfor- mational.
	but not limited to introducing an idea and/or supporting a claim.	introducing an issue and/or supporting a claim.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. b. Fraces and ariset the read of the first term of the development, organization and style are appropriate to task, purpose and audience.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
/				6	Collaborate with others to create new meaning.
	b. Engage and orient the reader by setting out a problem, situation or observation, establishing one	situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; cre-		7	Utilize digital resources to learn and share with others.
	or multiple point(s) of view and introducing a narrator and/or charac-		8	Engage in specialized, discipline- specific literacy practices.	
	ters; create a smooth progression of experiences or events. c. Use narrative techniques,	experiences or events. c. Use narrative techniques,		9	Apply high level cognitive processes to think deeply and critically about text.
	such as dialogue, pacing, description, reflection and multiple plot lines, to de- velop experiences, events such as dialogue, pacing, description, reflection and multiple plot lines, to devel- op experiences, events		10	Develop a literacy identity that promotes lifelong learning.	
	and/or characters.	or characters.			HOME

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

MULTIDIMENSIONALITY - C.11-12.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
 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 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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 	6	Collaborate with others to create new meaning.
approach, focusing on addressing what is most significant for a specific purpose and audience.	7	Utilize digital resources to learn and share with others.
	8	Engage in 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

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

	GUIDI	NG PRINCIPLE FOR COMPOSITION			Interdisciplinary
	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.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	C.9-10.6	C.11-12.6			communicates a message.
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and		2	Employ, develop and refine schema to understand and create text.
	usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of	limitations of each source in terms of the task, purpose and audience; inte-		3	View literacy experiences as transactional, interdisciplinary and transformational.
	ideas, avoiding plagiarism and following a standard format for citation.	avoiding plagiarism and overreliance on any one source and following a standard format for citation.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		NG PRINCIPLE FOR COMPOSITION over extended and shorter time frames to	for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
	and addiences.				Engage in specialized, discipline-
	60407	PROGRESSION		8	specific literacy practices.
	tended time frames and frames for a of to variety of tasks, purposes	mpose routinely over extended time mes and shorter time frames for a range ask, purposes and audiences.		9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.				Develop a literacy identity that pro-
	MULTIDIMENSIONALITY - C.11-12.7 Croon (italia) - Comprehension - Russia (hold) - Analysis - MAROON (CARS) - CONTENT			10	motes lifelong learning.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.				HOME

	Language – Grades 11-12		Interdisciplinary Literacy Practices	
	Conventions of Standard English	4	Recognize that text is anything that	
	In both written and oral expression:	1	communicates a message.	
<u>L.11-</u> <u>12.1</u>	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.	2	Employ, develop and refine schema to understand and create text.	
<u>L.11-</u> <u>12.2</u>	a Demonstrate command of the conventions of standard English capitalization, nunctuation and		View literacy experiences as transactional, interdisciplinary and transformational.	
	Knowledge of Language	4	Utilize receptive and expressive lan- guage arts to better understand self,	
	Apply knowledge of language to understand how language functions in different contexts, to make effective		others and the world.	
<u>L.11-</u> <u>12.3</u>	choices for meaning or style and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Vocabulary Acquisition and Use	6	Collaborate with others to create	
	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.		new meaning.	
			Utilize digital resources to learn and share with others.	
<u>L.11-</u>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.			
<u>12.4</u>	c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	8	Engage in specialized, discipline- specific literacy practices.	
	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.		Apply high level cognitive processes to think deeply and critically about text.	
<u>L.11-</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.		Develop a literacy identity that promotes lifelong learning.	
<u>12.5</u>			HOME	

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
1. Students will demonstrate com writing and speaking.	mand of the conventions of standard	d English grammar and usage when		Literacy Practices
	PROGRESSION			Recognize that text is anything that
L.9-10.1	L.11-12.1		1	communicates a message.
In both written and oral expression: a. Demonstrate appropriate	In both written and oral expression: a. Demonstrate the under-		2	Employ, develop and refine schema to understand and create text.
use of parallel structure. b. Demonstrate appropriate	standing that usage is a matter of convention, can change over time, and may		3	View literacy experiences as transactional, interdisciplinary and transformational.
use of various types of phrases (noun, verb, adjectival, adverbial, participial,	be contested.b. Resolve issues of complex or contested usage, consulting		4	Utilize receptive and expressive language arts to better understand self, others and the world.
prepositional, absolute) and clauses (independent, dependent, noun, relative, ad-	references as needed.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
verbial) to convey specific meanings and add variety and interest to writing or			6	Collaborate with others to create new meaning.
	JLTIDIMENSIONALITY - L.11-12.1 Tehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
In both written and oral expressi		· ,	8	Engage in specialized, discipline- specific literacy practices.
be contested.	ng that usage is a matter of conventi		9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
	3/8			HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	L.9-10.2	L.11-12.2		1	communicates a message.
	When writing: a. Demonstrate appropriate	When writing: a. Demonstrate command of		2	Employ, develop and refine schema to understand and create text.
	use of a semicolon with and without a conjunctive adverb to link two or more	the conventions of standard English capitalization, punc- tuation, and spelling.		3	View literacy experiences as transactional, interdisciplinary and transformational.
/	closely related independent clauses.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Demonstrate appropriate use of a colon to introduce a list or quotation.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Demonstrate appropriate use of strategies and re-			6	Collaborate with others to create new meaning.
	sources (print and electron- ic) to identify and correct spelling errors.			7	Utilize digital resources to learn and share with others.
	MU	LTIDIMENSIONALITY - L.11-12.2 ehension Purple (bold) = Analysis M	APOON (CARS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
7	When writing:			9	Apply high level cognitive processes to think deeply and critically about text.
	a. Demonstrate command of the CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUA- TION AND SPELLING.		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,				Interdisciplinary Literacy Practices
	to make effective choices for meaning or style, and to comprehend more fully when reading or listening. PROGRESSION			1	Recognize that text is anything that
	L.9-10.3	L.11-12.3			communicates a message.
	Apply knowledge of language to understand how language functions in different contexts, to	Apply knowledge of language to understand how language functions in different contexts, to		2	Employ, develop and refine schema to understand and create text.
	make effective choices for meaning or style and to com- prehend more fully when read-	make effective choices for meaning or style and to compre- hend more fully when reading		3	View literacy experiences as transactional, interdisciplinary and transformational.
	ing or listening.	or listening.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
ľ	 a. Write and edit work so that it conforms to the guide- lines in a style manual ap- propriate for the discipline 	 a. Apply an understanding of syntax to the study of com- plex texts when reading. 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and writing type.	 b. Vary syntax for effect in writing and speaking, con- 		6	Collaborate with others to create new meaning.
		sulting references for guid- ance as needed.		7	Utilize digital resources to learn and share with others.
		LTIDIMENSIONALITY - L.11-12.3 Chension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Apply knowledge of language to un	derstand how language functions in d	ifferent contexts, to make effective	9	Apply high level cognitive processes to think deeply and critically about text.
	 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. 				Develop a literacy identity that promotes lifelong learning.
	380				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				Interdisciplinary Literacy Practices
academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for readin	g, writing, speaking and listening in	1	Recognize that text is anything that
	PROGRESSION		_	communicates a message.
L.9-10.4	L.11-12.4			
Determine or clarify the mean-	Determine or clarify the mean-		2	Employ, develop and refine schema to understand and create text.
ing of unknown and multiple-	ing of unknown and multiple-			to understand and create text.
meaning words and phrases	meaning words and phrases			View literacy experiences as transac-
based on grades 9-10 reading	based on grades 11-12 reading		3	tional, interdisciplinary and transfor-
and content, choosing flexibly	and content, choosing flexibly			mational.
from an array of strategies. a. Use context (e.g., the over-	from an array of strategies. a. Use context (e.g., the overall		4	Utilize receptive and expressive language arts to better understand self, others and the world.
all meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the	meaning of a sentence, par- agraph, or text; a word's position or function in a sen- tence) as a clue to the		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
meaning of a word or phrase.	meaning of a word or phrase.		6	Collaborate with others to create new meaning.
b. Identify and correctly use patterns of word changes	b. Identify and correctly use patterns of word changes		7	Utilize digital resources to learn and share with others.
that indicate different meanings or parts of speech.	that indicate different meanings or parts of speech.		8	Engage in specialized, discipline- specific literacy practices.
c. Consult general and special- ized reference materials to find the pronunciation of a	c. Consult general and special- ized reference materials to find the pronunciation of a word or determine or clarify		9	Apply high level cognitive processes to think deeply and critically about text.
word or determine or clarify its precise meaning or its part of speech.	its precise meaning or its part of speech.		10	Develop a literacy identity that promotes lifelong learning.
· ·				HOME

	PROGRESSION			Interdisciplinary
L.9-10.4	L.11-12.4			
 d. Acquire and use accurately general academic and do- main-specific words and 	 d. Acquire and use accurately general academic and do- main-specific words and 		1	Literacy Practices Recognize that text is anything that
phrases, sufficient for read-	phrases, sufficient for read-			communicates a message.
ing, writing, speaking, and listening at the college and career readiness level;	ing, writing, speaking, and listening at the college and career readiness level;		2	Employ, develop and refine schema to understand and create text.
demonstrate independence in gathering vocabulary knowledge when consider-	demonstrate independence in gathering vocabulary knowledge when consider-		3	View literacy experiences as transactional, interdisciplinary and transformational.
ing a word or phrase im- portant to comprehension or expression.	ing a word or phrase im- portant to comprehension or expression.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
MIL	LTIDIMENSIONALITY - L.11-12.4		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Green (italic) = Compre	ehension Purple (bold) = Analysis M		6	Collaborate with others to create new meaning.
-12 reading and content, choosing	flexibly from an array of strategies meaning of a sentence, paragraph, o		7	Utilize digital resources to learn and share with others.
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 d		lifferent meanings or parts of speech.	8	Engage in specialized, discipline- specific literacy practices.
clarify its precise meaning or it		nunciation of a word or determine or c words and phrases, sufficient for	9	Apply high level cognitive processes to think deeply and critically about text.
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.		10	Develop a literacy identity that promotes lifelong learning.	
				HOME

5. Students will den		NG PRINCIPLE FOR LANGUAGE standing of word relationships and	nuances in word meanings.		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
L.9-10.		L.11-12.5		*	communicates a message.
Demonstrate under figurative language, tionships and nuand	word rela- fi ces in word ti	Demonstrate understanding of, igurative language, word relationships and nuances in word		2	Employ, develop and refine schema to understand and create text.
meanings. a. Interpret figure	s of speech a	neanings. Interpret figures of speech		3	View literacy experiences as transactional, interdisciplinary and transformational.
in context, including limited to euph oxymoron, and their rhetorical	emism and analyze	in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the		4	Utilize receptive and expressive language arts to better understand self, others and the world.
the text. b. Analyze nuance		text. b. Analyze nuances in the		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
meaning of wor lar denotations		meaning of words with similar denotations.		6	Collaborate with others to create new meaning.
Green		IDIMENSIONALITY - L.11-12.5 ension Purple (bold) = Analysis Ma	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
Demonstrate unde	rstanding of, figu	ırative language, word relationsh	ips and nuances in word meanings.	8	Engage in specialized, discipline- specific literacy practices.
analyze their rh	 a. Interpret FIGURES OF SPEECH in context, including but not limited to HYPERBOLE and PARADOX, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. 			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
		383			HOME

Interdisciplinary Literacy Practices

Interdisciplinary Literacy Practices

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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



6. Collaborate with others to create meaning.

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

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

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

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

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



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

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

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

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

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

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



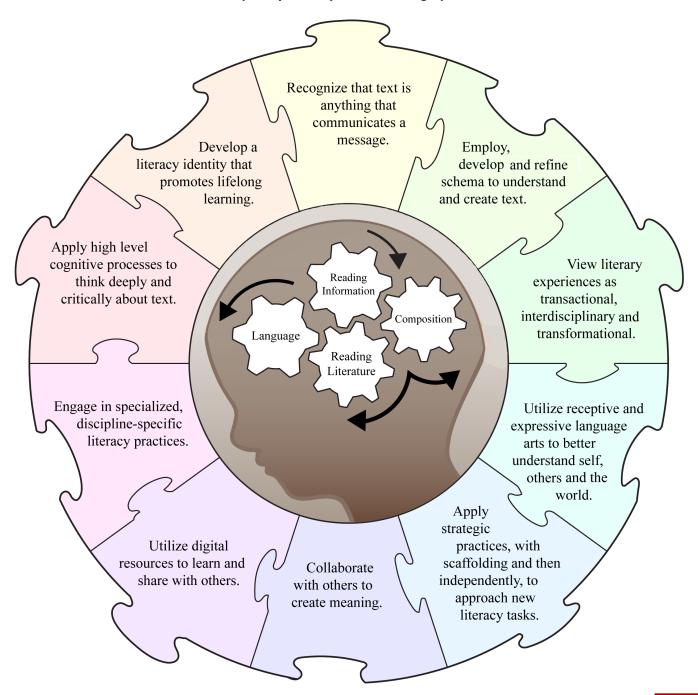
10. Develop a literacy identity that promotes lifelong learning.

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

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



Interdisciplinary Literacy Practices Infographic





Reading -	Foundational	Skills
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Print Concepts			
	Demonstrate understanding of the organization and basic features of print to aid in comprehension.		
RF.K.1	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.		
	Demonstrate understanding of the organization and basic features of print to aid in		
RF.1.1	comprehension. a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing, ending punctuation.		
	Phonological Awareness		
	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.		
RF.K.2	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.		
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	a. Distinguish long from short vowel sounds in spoken single-syllable words.		
RF.1.2	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).		

Interdisciplinary Literacy Practices

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



Reading - Foundational Skills		Interdisciplinary		
			Literacy Practices	
	Phonics and Word Recognition		Recognize that text is anything that	
	Know and apply grade-level phonics and word analysis skills in decoding words.	1	communicates a message.	
	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the		communicates a message.	
	primary or many of the most frequent sounds for each consonant.	2	Employ, develop and refine schema	
RF.K.3	b. Associate the long and short sounds with common spellings (graphemes) for the five major vow-	_	to understand and create text.	
NF.N.3	els.		View literacy experiences as transac-	
	c. Read common high-frequency words by sight.	3	tional, interdisciplinary and transfor-	
	d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that		mational.	
	differ.	4	Utilize receptive and expressive lan- guage arts to better understand self,	
	Know and apply grade-level phonics and word analysis skills in decoding words.	7	others and the world.	
	a. Know the spelling-sound correspondences for common consonant digraphs.		Apply strategic practices, with	
	b. Decode regularly spelled one-syllable words.	5	scaffolding and then independently,	
	c. Know final –e and common vowel team conventions for representing long vowel sounds.		to approach new literacy tasks.	
RF.1.3	d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number	_	Collaborate with others to create	
	of syllables in a printed word.	6	new meaning.	
	e. With adult support, decode two-syllable words by breaking the words into syllables.		1000	
		7	Utilize digital resources to learn and share with others.	
	f. Read words with inflectional endings.			
	g. Recognize and read grade-appropriate irregularly spelled words.	8	Engage in specialized, discipline-	
	Know and apply grade-level phonics and word analysis skills in decoding words.		specific literacy practices.	
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.		Apply high level cognitive processes	
	b. Know spelling-sound correspondences for additional common vowel teams.	9	to think deeply and critically about	
RF.2.3	c. Decode regularly spelled two-syllable words with long vowels.		text.	
KF.2.3	d. Identify, decode and know the meaning of words with the most common prefixes and deriva-		Develop a literacy identity that pro-	
	tional suffixes.	10	motes lifelong learning.	
	e. Identify words with inconsistent but common spelling-sound correspondences.			
	f. Recognize and read grade-appropriate irregularly spelled words.		HOME	

Reading - Foundational Skills		Interdisciplinary Literacy Practices	
Phonics and Word Recognition			Recognize that text is anything that
	Know and apply grade-level phonics and word analysis skills in decoding words.	1	communicates a message.
RF.3.3	a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes including Latin suffixes. Decode multipullable words Proceeds multipullable Proce	2	Employ, develop and refine schema to understand and create text.
	b. Decode multisyllabic words. c. Read grade-appropriate irregularly spelled words. Know and apply grade-level phonics and word analysis skills in decoding words.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RF.4.3	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Fluency	6	Collaborate with others to create new meaning.
RF.K.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read emergent-reader texts with purpose and understanding.	7	Utilize digital resources to learn and share with others.
RF.1.4	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. a. Read grade-level text with purpose and understanding.	8	Engage in specialized, discipline- specific literacy practices.
	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.	9	Apply high level cognitive processes to think deeply and critically about text.
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. 	10	Develop a literacy identity that promotes lifelong learning.
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	HOME	

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

Reading Standards for Literature		Interdisciplinary Literacy Practices	
	Key Ideas and Details		literacy Fractices
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.		1	Recognize that text is anything that communicates a message.
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	2	Employ, develop and refine schema to understand and create text.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	4	Utilize receptive and expressive language arts to better understand self,
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	5	others and the world. Apply strategic practices, with scaffolding and then independently,
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.		to approach new literacy tasks.
RL5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	6	Collaborate with others to create new meaning.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	7	Utilize digital resources to learn and share with others.
RL.7.2	Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.2	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.	10	Develop a literacy identity that pro-
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.	motes lifelong learning.	

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

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

Reading Standards for Literature			Interdisciplinary	
Craft and Structure		Literacy Practices		
	Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs er portions of the text relate to each other and the whole.	1	Recognize that text is anything that communicates a message.	
RL.K.5	Recognize common structures of poems, stories and dramas.	2	Employ, develop and refine schema	
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.		to understand and create text. View literacy experiences as transac-	
	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in-	3	tional, interdisciplinary and transfor- mational.	
RL.2.5	cluding but not limited to linear, nonlinear and circular structures.	4	Utilize receptive and expressive language arts to better understand self,	
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	5	others and the world. Apply strategic practices, with scaffolding and then independently,	
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.		to approach new literacy tasks. Collaborate with others to create new meaning.	
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including	6		
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure	7	Utilize digital resources to learn and share with others.	
RL.7.5	of a text and contributes to the development of the theme, setting or plot. Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	8	Engage in specialized, discipline- specific literacy practices.	
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	9	Apply high level cognitive processes to think deeply and critically about text.	
RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	10	Develop a literacy identity that pro- motes lifelong learning.	
RL.11- 12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	HOME		

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

Reading Standards for Literature

Interdisciplinary Literacy Practices

	Literacy Practices
1	Recognize 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 pro-

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- Analyze the representation of a subject or a key scene in two different artistic mediums, including10.7 what is emphasized or absent in each treatment.
- **RL.11-** Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter-

12.7 prets the source text.

motes lifelong learning.

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

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

motes lifelong learning.

HOME

403

period treat similar themes or topics.

Demonstrate knowledge of various time periods to analyze how two or more texts from the same

RL.11-

12.9

Reading Standards for Literature			Interdisciplinary	
	Range of Reading and Level of Text Complexity		Literacy Practices	
Guiding Pr	inciple 10 Students will read, comprehend and analyze complex literary texts independently and pro-	1	Recognize that text is anything that communicates a message.	
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.		Employ, develop and refine schema to understand and create text.	
RL.K.10			View literacy experiences as transactional, interdisciplinary and transformational	
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.	
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and profi-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-	6	Collaborate with others to create new meaning.	
RL.3.10	RL.3.10 ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		Utilize digital resources to learn and share with others.	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		Engage in specialized, discipline- specific literacy practices.	
RL.4.10			Apply high level cognitive processes to think deeply and critically about text.	
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		Develop a literacy identity that promotes lifelong learning.	
			HOME	

Reading	Standards	for	Literature
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Range of	Reading an	d Level of	Text Com	plexity
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Guiding Principle 10 Students will read, comprehend and analyze complex literary independently and proficiently.

	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-
RL.6.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-
	pendently and proficiently.

RL.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, 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.

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.

Interdisciplinary Literacy Practices

	Literacy i ractices	
1	Recognize 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	

Develop a literacy identity that promotes lifelong learning.

text.

HOME

RL.11-

12.10

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

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

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

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

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

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

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

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

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

Reading Standards for Informational Text			Interdisciplinary
	Integration of Knowledge and Ideas		Literacy Practices
	Principle 9 Students will analyze how two or more texts address similar themes or topics in order to wledge or to compare the approaches the authors take.	1	Recognize that text is anything that communicates a message.
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.	2	Employ, develop and refine schema to understand and create text.
RI.1.9	Identify information from two or more texts on similar themes or topics.	2	View literacy experiences as transac-
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	3	tional, interdisciplinary and transfor- mational.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.4.9	Integrate information from two or more texts on the same theme or topic.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.5.9	Integrate information from several texts on the same theme or topic.	6	Collaborate with others to create new meaning.
RI.6.9	Compare/contrast how two or more authors present similar events.	7	Utilize digital resources to learn and
RI.7.9	Analyze how two or more authors writing about the same topic present key information by empha-		share with others.
KI.7.3	sizing different evidence or advancing different interpretations of facts.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.9- 10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	10	Develop a literacy identity that promotes lifelong learning.
RI.11- 12.9	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.	HOME	

	Reading Standards for Informational Text		Interdisciplinary Literacy Practices
	Range of Reading and Level of Text Complexity	1	Recognize that text is anything that
	Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently		communicates a message.
and profici	ently.	2	Employ, develop and refine schema
DI K 40	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,		to understand and create text.
RI.K.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,		mational.
RI.1.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
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	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and proficiently.	6	Collaborate with others to create new meaning.
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.	7	Utilize digital resources to learn and share with others.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-	8	Engage in specialized, discipline- specific literacy practices.
RI.4.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
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	10	Develop a literacy identity that promotes lifelong learning.
	independently and proficiently.	omplex informational coxto	HOME

	neading standards for informational fext		Literacy Practices
	Range of Reading and Level of Text Complexity	1	Recognize that text is anything that
_	uiding Principle 10 Students will read, comprehend and analyze complex informational texts independently		communicates a message.
and profici		2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.7.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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	6	Collaborate with others to create new meaning.
	independently and proficiently.	7	Utilize digital resources to learn and share with others.
RI.9-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	8	Engage in specialized, discipline- specific literacy practices.
10.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about

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.

HOME

motes lifelong learning.

Develop a literacy identity that pro-

text.

10

Interdisciplinary

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

Composition			Interdisciplinary	
Text Types and Purposes			Literacy Practices	
	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.	
	 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
С.К.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	d. Use grade-appropriate transitions.e. Provide a concluding idea.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. Compose opinion pieces, using a combination of drawing, dictating, writing and digital re-	6	Collaborate with others to create new meaning.	
	sources, to state the topic and an opinion. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.	
	 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	8	Engage in specialized, discipline- specific literacy practices.	
C.1.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	9	Apply high level cognitive processes to think deeply and critically about text.	
	d. Use grade-appropriate transitions. e. Provide a concluding section.	10	Develop a literacy identity that promotes lifelong learning.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME	

Composition			Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	Guiding Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Recognize that text is anything that communicates a message.	
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	 With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	4	Utilize receptive and expressive language arts to better understand	
C.2.1	b. Introduce the topic, followed by an opinion statement, and create an organizational structure.		self, others and the world.	
	c. Provide reasons with details to support the opinion.	5	Apply strategic practices, with	
	d. Use grade-appropriate transitions.		scaffolding and then independently,	
	e. Provide a concluding section.		to approach new literacy tasks.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	7	Utilize digital resources to learn and share with others.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	8	Engage in specialized, discipline- specific literacy practices.	
	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		Apply high level cognitive processes	
C.3.1	b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	9	to think deeply and critically about	
	c. Provide reasons with elaborate details to support the opinion.		text.	
	d. Use grade-appropriate transitions.	10	Develop a literacy identity that pro-	
	e. Provide a concluding section.	10	motes lifelong learning.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME	

	Composition		Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)		View literacy experiences as trans-	
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	actional, interdisciplinary and transformational.	
C.4.1	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	c. Provide reasons that are supported by facts and details.		Apply strategic practices, with	
	d. Use grade-appropriate transitions.e. Provide a concluding section.	5	scaffolding and then independently,	
	e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by		to approach new literacy tasks.	
	planning, revising, editing and rewriting.	6	Collaborate with others to create new meaning.	
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	7	Utilize digital resources to learn and share with others.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)		Engage in specialized, discipline-	
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	8	specific literacy practices.	
C.5.1	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	9	Apply high level cognitive processes to think deeply and critically about	
	c. Provide logically ordered reasons that are supported by facts and details.		text.	
	d. Use grade-appropriate transitions.	10	Develop a literacy identity that pro-	
	e. Provide a concluding section.	10	motes lifelong learning.	
	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.		HOME	

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

Composition			Interdisciplinary Literacy Practices
	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.		Recognize that text is anything that communicates a message.
	Compose arguments to support claims with clear reasons and relevant evidence. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources 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 	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.1		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	strengths and limitations of both in a manner that anticipates the audience's knowledge level and	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.9- 10.1		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	HOME	

	Composition		Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
_	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2	Employ, develop and refine schema to understand and create text.	
	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	3	View literacy experiences as transactional, interdisciplinary and transaction	
	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	4	formational. Utilize receptive and expressive language arts to better understand	
C.11- 12.1	 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 	5	self, others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	evidence and between claim(s) and opposing claims.e. Establish and maintain a task appropriate writing style.f. Provide a concluding statement or section that follows from and supports the argument present-	6	Collaborate with others to create new meaning.	
	ed. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	7	Utilize digital resources to learn and share with others.	
	approach, focusing off addressing what is most significant for a specific purpose and addresse.	8	Engage in specialized, discipline- specific literacy practices.	
		9	Apply high level cognitive processes to think deeply and critically about text.	
			Develop a literacy identity that promotes lifelong learning.	
			HOME	

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	Principle 2 Students will compose informative and explanatory texts to examine and convey com-	1	Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.	2	Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.K.2	 a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information to develop the topic. 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose 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	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.1.2		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	planning, revising and editing.		HOME

Composition			Interdisciplinary	
Text Types and Purposes			Literacy Practices	
	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.		Recognize that text is anything that communicates a message.	
	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.2.2	details through writing and/or pictures as needed. b. Introduce the topic. c. Supply information with detail to develop the topic. d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	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	7	Utilize digital resources to learn and share with others.	
	 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. 	8	Engage in specialized, discipline- specific literacy practices.	
C.3.2	 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. 	9	Apply high level cognitive processes to think deeply and critically about text.	
	e. Use grade-appropriate transitions to develop text structure across paragraphs.f. Provide a concluding section.	10	Develop a literacy identity that promotes lifelong learning.	
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME	

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	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.		Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. (NOTE: Students must have the expertupity throughout the year to utilize digital resources, but not every	2	Employ, develop and refine schema to understand and create text.
	 (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.4.2		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	6	Collaborate with others to create new meaning.
	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.)	7	Utilize digital resources to learn and share with others.
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
C.5.2	 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. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. 	10	Develop a literacy identity that promotes lifelong learning.
	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.		HOME

Composition Text Types and Purposes		Interdisciplinary	
		Literacy Practices	
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.		1	Recognize that text is anything that communicates a message.
C.6.2	 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. 	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.
	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.	6	Collaborate with others to create new meaning.
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 appropri-	7	Utilize digital resources to learn and share with others.
	 ate to task, purpose and audience. b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. 	8	Engage in specialized, discipline- specific literacy practices.
	 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. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 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. 	10	Develop a literacy identity that promotes lifelong learning.
	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.		HOME

Composition		Interdisciplinary Literacy Practices	
	Text Types and Purposes Principle 2 Students will compose informative and explanatory texts to examine and convey comas clearly and accurately through the effective selection, organization and analysis of content.	1	Recognize that text is anything that communicates a message.
	 Compose informative and/or explanatory texts 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. 	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.
C.8.2		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
	a	8	Engage in specialized, discipline- specific literacy practices.
C.9- 10.2		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
		HOME	

Composition		Interdisciplinary Literacy Practices	
	Text Types and Purposes		Literacy Practices
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.		1	Recognize that text is anything that communicates a message.
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. 	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.
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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in 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 Text Types and Purposes		Interdisciplinary	
		Literacy Practices	
	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.		Recognize that text is anything that communicates a message.
	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 de-	2	Employ, develop and refine schema to understand and create text.
	tails and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.K.3	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.b. Recount a single event.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	c. Include details which describe actions, thoughts, emotions.d. Create a sense of closure.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	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.	7	Utilize digital resources to learn and share with others.
	 (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 organiza- 	8	Engage in specialized, discipline- specific literacy practices.
C.1.3	tion are appropriate to task and purpose. b. Recount a single event or multiple events, memories or ideas. c. Include details which describe actions, thoughts, emotions.	9	Apply high level cognitive processes to think deeply and critically about text.
	d. Use temporal words and phrases to signal event order. e. Create a sense of closure.	10	Develop a literacy identity that pro- motes lifelong learning.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME

Composition		Interdisciplinary Literacy Practices	
	Text Types and Purposes Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	2	Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organiza-	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.2.3	tion are appropriate to task and purpose. b. Recount a single event or multiple events , memories or ideas.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 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 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	planning, revising, and editing.	6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
	<u>every</u> writing experience must utilize those digital resources.)a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	8	Engage in specialized, discipline- specific literacy practices.
C.3.3	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.	9	Apply high level cognitive processes to think deeply and critically about text.
	d. Use temporal words and phrases to signal event order.a. Create a sense of closure that follows the narrated experiences or events.	10	Develop a literacy identity that promotes lifelong learning.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	HOME	

	Composition		Interdisciplinary Literacy Practices
_	Text Types and Purposes Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not 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.	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
C.4.3		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not 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.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.5.3		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME

Composition		Interdisciplinary		
	Text Types and Purposes	Literacy Practices		
	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. 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.	2	Employ, develop and refine schema to understand and create text.	
		3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.6.3		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		6	Collaborate with others to create new meaning.	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. a. Produce clear and coherent writing in which the development, organization and style are appropri-	7	Utilize digital resources to learn and share with others.	
	 ate to task, purpose and audience. b. Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events 	8	Engage in specialized, discipline- specific literacy practices.	
C.7.3		9	Apply high level cognitive processes to think deeply and critically about text.	
		10	Develop a literacy identity that promotes lifelong learning.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME	

	Composition		Interdisciplinary
	Text Types and Purposes	1	Literacy Practices
	rinciple 3 Students will compose narratives to develop real or imagined experiences or events, using echnique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 b. Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.3	 c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop 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. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim. a. Produce clear and coherent writing in which the development, organization and style are appro-	7	Utilize digital resources to learn and share with others.
	 priate to task, purpose and audience. b. Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 	8	Engage in specialized, discipline- specific literacy practices.
C.9-10.3	 c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. Use a variety of techniques to sequence events so that they build on one another to create a co-barent whole. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 herent 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 	10	Develop a literacy identity that promotes lifelong learning.
	the writing. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

Composition

Text Types and Purposes

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

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an 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.11-12.3

- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the 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

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

HOME

	Composition		Interdisciplinary
	Production and Distribution of		Literacy Practices
	Principle 4 Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	3	View literacy experiences as transactional, interdisciplinary and transfor-
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.	4	mational. Utilize receptive and expressive lan-
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	guage arts to better understand self, others and the world.
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline-
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.	\vdash	specific literacy practices. Apply high level cognitive processes
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro-
C.11-	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.	10	motes lifelong learning.
12.4	Use a variety of formats to cite sources.		HOME

	Composition		Interdisciplinary
	Production and Distribution of		Literacy Practices
	Principle 4 Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	3	View literacy experiences as transactional, interdisciplinary and transfor-
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.	4	mational. Utilize receptive and expressive lan-
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	guage arts to better understand self, others and the world.
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline-
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	_	specific literacy practices. Apply high level cognitive processes
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro-
C.11- 12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	motes lifelong learning.	

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

Composition		Interdisciplinary	
	Research to Build and Present Knowledge		Literacy Practices
credibility	rinciple 6 Students will gather relevant information from multiple print and digital sources, assess the and accuracy of each source and integrate the information for the purposes of analysis, reflection and while avoiding plagiarism.	Recognize that text is anything that communicates a message.	
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	2	Employ, develop and refine schema to understand and create text.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		View literacy experiences as transac-
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.	3	tional, interdisciplinary and transfor- mational.
C.3.6	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
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.		Apply strategic practices, with
C.5.6	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	5	scaffolding and then independently, to approach new literacy tasks.
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	6	Collaborate with others to create new meaning.
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	7	Utilize digital resources to learn and share with others.
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	8	Engage in specialized, discipline- specific literacy practices.
	providing in-text and bibliographic MLA or APA citation.		Apply high level cognitive processes
C.9-10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and fol-	9	to think deeply and critically about text.
C.11-	lowing a standard format for citation. Gather relevant information from multiple authoritative print and digital sources, using advanced sparshes offertively assess the strengths and limitations of each source in terms of the task, purpose	10	Develop a literacy identity that promotes lifelong learning.
12.6	searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		

	Composition		Interdisciplinary
	Range of Writing		Literacy Practices
	Principle 7 Students will compose routinely over extended and shorter time frames for a variety of tasks, and audiences.	1	Recognize that text is anything that communicates a message.
C.K.7	(Begins in grade 3)	2	Employ, develop and refine schema to understand and create text.
C.1.7	(Begins in grade 3)	3	View literacy experiences as transactional, interdisciplinary and transfor-
C.2.7	(Begins in grade 3)		mational. Utilize receptive and expressive lan-
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	4	guage arts to better understand self, others and the world.
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	6	Collaborate with others to create new meaning.
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	7	Utilize digital resources to learn and share with others.
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	8	Engage in specialized, discipline-
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		specific literacy practices. Apply high level cognitive processes
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes	9	to think deeply and critically about text.
	and audiences.	10	Develop a literacy identity that promotes lifelong learning.
C.11- 12.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	HOME	

	Language		Inte
	Lunguage		Liter
	Conventions of Standard English		Recog
	g Principle 1 Students will demonstrate command of the conventions of standard English grammar and when writing and speaking.	1	comm
	When writing or speaking, demonstrate appropriate use of:	2	Emplo to uno
L.K.1	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.		View tional matio
	d. sentences using common prepositions. e. complete sentences.	4	Utilize guage
	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.		Apply scaffo to app
L.1.1	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.	6	Collab new r
	f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence.	7	Utilize share
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	8	Engag specif
	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns.		Apply to thii text.
L.2.1	c. reflexive pronouns.d. past tense of frequently occurring irregular verbs.e. adjectives and adverbs in sentence formation.	10	Devel motes
	f. producing, expanding and rearranging complete simple and compound sentences.		

Interdisciplinary Literacy Practices

- ognize that text is anything that municates a message. loy, develop and refine schema nderstand and create text. literacy experiences as transacal, interdisciplinary and transforional. ze receptive and expressive lange arts to better understand self, ly strategic practices, with folding and then independently, proach new literacy tasks. aborate with others to create meaning. e digital resources to learn and e with others. age in specialized, disciplineific literacy practices. ly high level cognitive processes nink deeply and critically about
 - Develop a literacy identity that promotes lifelong learning.



Language			Interdisciplinary		
			Literacy Practices		
	Conventions of Standard English		Recognize that text is anything that		
	Principle 1 Students will demonstrate command of the conventions of standard English grammar and	1	communicates a message.		
usage w	hen writing and speaking.		Employ, develop and refine schema		
	When writing or speaking, demonstrate appropriate use of:	2	to understand and create text.		
	a. common nouns and verbs.		View literacy experiences as transac-		
L.K.1	b. regular plural nouns orally by adding /s/ or /es/.	3	tional, interdisciplinary and transfor-		
	c. interrogative sentences using who, what, where, when, why and how.		mational.		
	d. sentences using common prepositions.		Utilize receptive and expressive lan-		
	e. complete sentences.	4	guage arts to better understand self,		
	When writing or speaking, demonstrate appropriate use of:		Apply strategic practices, with		
	a. common, proper and possessive nouns in a sentence.	5	scaffolding and then independently,		
	b. singular and plural nouns with matching verbs in basic sentences.		to approach new literacy tasks.		
	c. personal, possessive and indefinite pronouns in a sentence.	6	Collaborate with others to create		
L.1.1	d. verbs to convey a sense of past, present and future in a sentence.		new meaning.		
	e. frequently occurring adjectives in a sentence.		-		
	f. frequently occurring conjunctions in a sentence.	7	Utilize digital resources to learn and		
	g. frequently occurring prepositions in a sentence.		share with others.		
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	0	Engage in specialized, discipline-		
		8	specific literacy practices.		
	In writing or speaking, demonstrate appropriate use of:		Apply high level cognitive processes		
	a. collective nouns.	9	to think deeply and critically about		
	b. frequently occurring irregular nouns.		text.		
L.2.1	c. reflexive pronouns.		Develop a literacy identity that pro-		
	d. past tense of frequently occurring irregular verbs.	10	motes lifelong learning.		
	e. adjectives and adverbs in sentence formation.				
	f. producing, expanding and rearranging complete simple and compound sentences.		HOME		

Language			Interdisciplinary		
	2 411,844,86		Literacy Practices		
	Conventions of Standard English		Recognize that text is anything that		
	Principle 1 Students will demonstrate command of the conventions of standard English grammar and nen writing and speaking.	1	communicates a message.		
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.		
	 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs 	3	View literacy experiences as transactional, interdisciplinary and transformational.		
L.3.1		4	Utilize receptive and expressive language arts to better understand self, others and the world.		
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	 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. 	6	Collaborate with others to create new meaning.		
L.4.1		7	Utilize digital resources to learn and share with others.		
		8	Engage in specialized, discipline- specific literacy practices.		
L.5.1		9	Apply high level cognitive processes to think deeply and critically about text.		
		10	Develop a literacy identity that promotes lifelong learning.		
	d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.e. Use correlative conjunctions.		HOME		

	Language		Interdisciplinary Literacy Practices
	Conventions of Standard English		
	Principle 1 Students will demonstrate command of the conventions of standard English grammar and nen writing and speaking.	1	Recognize that text is anything that communicates a message.
usuge Wi	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs 	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.3.1		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. 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. 	6	Collaborate with others to create new meaning.
L.4.1		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. 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.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.1		10	Develop a literacy identity that promotes lifelong learning.
	e. Use correlative conjunctions.		HOME

Language			Interdisciplinary	
			Literacy Practices	
	Conventions of Standard English Principle 1 Students will demonstrate command of the conventions of standard English grammar and	1	Recognize that text is anything that communicates a message.	
usage wi	In both written and oral expression:	2	Employ, develop and refine schema to understand and create text.	
L.6.1	 a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in 	3 ti	View literacy experiences as transactional, interdisciplinary and transformational.	
	conventional language. In both written and oral expression:	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
L.7.1	 a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	In both written and oral expression: a. Identify verbals correctly based on their intended function.	7	Collaborate with others to create new meaning.	
L.8.1	 b. Demonstrate appropriate use of verbs in the active and passive voice. c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts. 		Utilize digital resources to learn and share with others.	
	In both written and oral expression: a. Demonstrate appropriate use of parallel structure.	8	Engage in specialized, discipline- specific literacy practices.	
L.9- 10.1	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.	9	Apply high level cognitive processes to think deeply and critically about text.	
L.11-	In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and	10	Develop a literacy identity that promotes lifelong learning.	
12.1	may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.		HOME	

	Language		Interdisciplinary	
	Conventions of Standard English	1	Literacy Practices	
	Principle 2 Students will demonstrate command of the conventions of standard English capitalization, ion and spelling when writing.	1	Recognize that text is anything that communicates a message.	
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. 	2	Employ, develop and refine schema to understand and create text.	
	When writing: a. Capitalize proper nouns, including but not limited to dates and names of people.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
L.1.2	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring 	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. When writing:	5	Apply strategic practices, with scaffolding and then independently,	
L.2.2	 a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). 	6	to approach new literacy tasks. Collaborate with others to create new meaning.	
	c. Use apostrophe to form contractions and possessives.d. Generalize spelling patterns.e. Use reference materials to self-check and correct spelling.	7	Utilize digital resources to learn and share with others.	
	When writing: a. Capitalize appropriate words in titles. b. Use commas in addresses.	8	Engage in specialized, discipline- specific literacy practices.	
L.3.2	 c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	9	Apply high level cognitive processes to think deeply and critically about text.	
L.4.2	When writing: a. Demonstrate appropriate use of capitalization rules. b. Use commas and quotation marks to indicate direct speech and quotations for a text.	10	Develop a literacy identity that pro- motes lifelong learning.	
2,7,2	c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.		HOME	

	Language	Interdisciplinary	
	Conventions of Standard English		Literacy Practices
	Principle 2 Students will demonstrate command of the conventions of standard English capitalization, tion and spelling when writing.	1	Recognize that text is anything that communicates a message.
	When writing:a. Use punctuation to separate items in a series.b. Use a comma to separate an introductory element from the rest of the sentence.	2	Employ, develop and refine schema to understand and create text.
L.5.2	 c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.2	 When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Demonstrate appropriate use of strategies to identify and correct spelling errors. When writing:	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.7.2	a. Demonstrate appropriate use of a comma to separate coordinate adjectives.b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	6	Collaborate with others to create new meaning.
L.8.2	 When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. 	7	Utilize digital resources to learn and share with others.
	 c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. When writing: 	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.2	 a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and 	9	Apply high level cognitive processes to think deeply and critically about text.
L.11-	Correct spelling errors. When writing:	10	Develop a literacy identity that promotes lifelong learning.
12.2	a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.		HOME

	Language		Interdisciplinary
	Knowledge of Language		Literacy Practices
_	Principle 3 Students will apply knowledge of language to understand how language functions in differexts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-	1	Recognize that text is anything that communicates a message.
L.K.3	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
L.1.3	(Begins in grade 2)	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.3.3	b. Recognize and observe differences between the conventions of spoken and written Standard English. Choose words and phrases for effect.	6	Collaborate with others to create new meaning.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	7	Utilize digital resources to learn and share with others.
L.4.3	 a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. 	8	Engage in specialized, discipline- specific literacy practices.
	c. Differentiate between formal and informal discourse patterns based on context.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.3	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, dra-	10	Develop a literacy identity that pro- motes lifelong learning.
	mas or poems.	П	HOME

	Language		Interdisciplinary	
	Knowledge of Language		Literacy Practices	
ent cont	Principle 3 Students will apply knowledge of language to understand how language functions in differexts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-	1	Recognize that text is anything that communicates a message.	
tening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.	
L.6.3	a. Vary sentence patterns for meaning, reader/listener interest and style.b. Maintain consistency in style and tone.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordi-	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	ness and redundancy.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
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	6	Collaborate with others to create new meaning.	
	state contrary to fact).	7	Utilize digital resources to learn and share with others.	
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	8	Engage in specialized, discipline- specific literacy practices.	
	discipline and writing type.	9	Apply high level cognitive processes to think deeply and critically about text.	
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.	10	Develop a literacy identity that pro- motes lifelong learning.	
	b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.		HOME	

	Language Vocabulary Acquisition and Use		Interdisciplinary Literacy Practices
phrases,	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 gen-		Recognize that text is anything that communicates a message.
	demic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in or- e transition ready.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.1.4	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.	6	Collaborate with others to create new meaning.
	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.	7	Utilize digital resources to learn and share with others.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	8	Engage in specialized, discipline- specific literacy practices.
L.2.4	 Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word. Use a known root word as a clue to the meaning of an unknown word with the same root. Use knowledge of the meaning of individual words to predict the meaning of compound words. 	9	Apply high level cognitive processes to think deeply and critically about text.
	e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	10	Develop a literacy identity that promotes lifelong learning.
	f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		HOME

	Language Vocabulary Acquisition and Use		Interdisciplinary Literacy Practices
phrases, eral acad	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 or-		Recognize that text is anything that communicates a message.
der to be	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	2	Employ, develop and refine schema to understand and create text.
	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.3.4	 c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. e. Acquire and use accurately grade-appropriate conversational, general academic and domain- 	4	Utilize receptive and expressive lan-
	specific words and phrases, including those that signal spatial and temporal relationships.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 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.	6	Collaborate with others to create new meaning.
L.4.4	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. 	7	Utilize digital resources to learn and share with others.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	8	Engage in specialized, discipline- specific literacy practices.
	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.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.4	 b. Use common affixes and roots as clues to the meaning of a word. c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	10	Develop a literacy identity that promotes lifelong learning.
	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.		HOME

	Language		Interdisciplinary
	Vocabulary Acquisition and Use		Literacy Practices
phrases,	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 or-		Recognize that text is anything that communicates a message.
der to be	transition ready.		Employ, develop and refine schema
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	2	to understand and create text.
	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4	Utilize receptive and expressive language arts to better understand self,
	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 comprehen- sion or expression.	_	others and the world. Apply strategic practices, with
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	5	scaffolding and then independently, to approach new literacy tasks.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
L.7.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		
	C. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	7	Utilize digital resources to learn and share with others.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8	Engage in specialized, discipline- specific literacy practices.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		Apply high level cognitive processes
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	9	to think deeply and critically about text.
L.8.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		Develop a literacy identity that pro-
	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases	10	motes lifelong learning.
	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.		НОМЕ

Figure 2 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a 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 the meaning of its part of speech. d. Acquire and use accurately general academic and domain-specific 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 word or phrase important to comprehension or expression. L11.1.1.1.2.4. 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 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 the meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of the pronunciation of a word or determine or clarify the meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for rea		Language		Interdisciplinary
phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of 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 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. Determine or clarify the meaning of unknown and multiple-meaning 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, sufficient for reading, writing, speaking and istening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase. 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 ref				Literacy Practices
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. 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 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 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. b. Identify and correctly use patterns of word changes that indicate different meanings or p	phrases,	Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and		
speech. 1.9- 10.4 Determine or clarify the meaning of the word of the pronunciation of a word or determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the 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. 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. 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. Determine or clarify the 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. Determine or clarify the meaning of instead in domain-specific words and phrases based on grades 11-12 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. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. 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. Determine or clarify its precise meaning of a word or phrase. Determine or clarify its precise meaning or its part of speech. Develop a literacy identity that promotes lifelong learning.			2	
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. 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 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. 9 Develop a literacy identity that promotes lifelong learning.		grades 9-10 reading and content, choosing flexibly from an array of strategies.	3	tional, interdisciplinary and transfor-
10.4 c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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.		tion 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	4	Utilize receptive and expressive language arts to better understand self,
reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 6 Collaborate with others to create new meaning. 7 Utilize digital resources to learn and share with others. 8 Engage in 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.		 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 comprehen- 	5	scaffolding and then independently,
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L.11- 12.4 c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		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 func-	8	
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. Develop a literacy identity that promotes lifelong learning.		 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 deter- 	9	to think deeply and critically about
sion 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	10	
	sion or expression.		HOME	

	Language		Interdisciplinary
	Vocabulary Acquisition and Use		Literacy Practices
Guiding ings.	Principle 5 Students will demonstrate understanding of word relationships and nuances in word mean-	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
	 b. Demonstrate an understanding of verbs and adjectives and their antonyms. With guidance and support from adults, demonstrate understanding of word relationships and nuanc- 	3	View literacy experiences as transactional, interdisciplinary and transfor-
	es in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.
L.1.5	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	6	Collaborate with others to create new meaning.
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 re- 	7	Utilize digital resources to learn and share with others.
	lated adjectives (e.g., thin, slender). Demonstrate understanding of word relationships and nuances in word meanings.	8	Engage in specialized, discipline- specific literacy practices.
L.3.5	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.	9	Apply high level cognitive processes to think deeply and critically about text.
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.	10	Develop a literacy identity that promotes lifelong learning.
	b. Recognize and explain the meaning of common idioms, adages and proverbs.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.		HOME

	Language		Interdisciplinary Literacy Practices
Guiding meaning	Vocabulary Acquisition and Use Principle 5 Students will demonstrate understanding of word relationships and nuances in word s.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
	c. Demonstrate understanding of words by relating them to their synonyms and antonyms. Demonstrate understanding of figurative language, word relationships and nuances in word mean-	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.5	 ings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	b. Use the relationship between particular words to improve understanding.c. Distinguish among the connotations of words with similar denotations.	6	Collaborate with others to create new meaning.
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.	7	Utilize digital resources to learn and share with others.
	c. Distinguish among the connotations of words with similar denotations. Demonstrate understanding of figurative language, word relationships and nuances in word mean-	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.5	 ings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. 	9	Apply high level cognitive processes to think deeply and critically about text.
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	10	Develop a literacy identity that promotes lifelong learning.
12.3	analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		HOME

Appendix A: Writing and Review Committees

The writing team, composed of current English/language arts K-12 teachers, university professors and community members, represented both rural and urban settings from several regions of the state. The classroom teachers had at least five years of teaching experience in a variety of ELA courses and grade-levels, and they were utilized in the standards development process according to their certification. Additionally, the selected writers served in many roles in their schools, the English/language arts community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

Writing Committee Members

Dr. Janice Almasi, University of Kentucky Ashley Androit, Bullitt County Amanda Arthur, Campbell County David Bolt, Kentucky Primary Care Association William Matthew Cantrell, Johnson County Sarah Cary, Muhlenberg County Karen Cole-Smith, Paducah Independent Mary Cook, Jefferson County Sam Corbett, Jefferson County Public Schools Education Foundation Jared Criswell, Wayne County Michelle Devine, Washington County Dr. Michael DiCicco, Northern Kentucky University Dr. Ginni Fair, Eastern Kentucky University Dr. Amy Seely Flint, University of Louisville Jordon Floyd, Erlanger-Elsmire Independent Shanda Gay, Robertson County Amy Hammond, Pulaski County Traci Nethery Hargrove, Shelby County Kristi Hodges, Oldham County Megan Jones, Christian County Pamela Johnson, Powell County Mary Keith, Grant County Holly Kelly, Ballard County



Rebecca King, Pikeville Independent

Annette Manlief, Scott County

Amanda Mason, Rowan County

Kristen Morgan, Lincoln County

Eric Neeley, Fayette County

Jodi Niehaus, Kenton County

Dr. Peggy Otto, Western Kentucky University

Daniel Parks, Fayette County

Tammy Purcell, Clark County

Sarah Reed, Jefferson County

Rachel Stanfield, Mason County

Dr. Daniel Super, Western Kentucky University

Aretta Terry, Marshall County

Cathy Thrasher, Henderson County

Emily Tubbs, Bath County

Lisa Wallin, Ashland Independent

Ciara Wheatley, Casey County

Annette Williams, Advance Kentucky

