

Kindergarten

LITERACY FOUNDATIONS

Oral Language

1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.
 - a. Use speech that is understandable with only grade-appropriate errors.
 - b. Use word endings to indicate plurals, possessives, and verb tenses in speech.
Examples: dogs, brother's shirt, jumped
 - c. Use age-appropriate irregular plurals in conversation.
Examples: foot/feet, tooth/teeth, mouse/mice
 - d. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Combine 5-8 words together into sentences.
- ☐ Engage in storytelling and pretend play, using oral language.
- ☐ Answer questions with detailed and more abstract words and ideas.
- ☐ Ask specific questions to understand and solve problems.
- ☐ Imitate songs and fingerplays.
- ☐ Respond to questions with detail.
- ☐ Use questions to ask for things or gain information.
- ☐ Produce developmentally appropriate phonemes/sounds in words using mostly clear speech.
- a.
 - ☐ Utilize words/phrases/sentences.
 - ☐ Communicate wants/needs/ideas to peers and adults.
 - ☐ Produce developmentally appropriate phonemes in words.
- b.
 - ☐ Understands concepts of more than one.
 - ☐ Engages in storytelling and pretend play.
 - ☐ Uses oral language.
 - ☐ Answers questions with detailed and more abstract words and ideas.

	<input type="checkbox"/> Uses mostly grammatically complex sentence structures. <input type="checkbox"/> Produces four-to-five-word phrases using clear and understandable speech. <input type="checkbox"/> Understands concepts of more than one, verbalizes plural nouns with minimal prompting, verbalizes possessive nouns with minimal prompting, matches of singular and plural nouns with verbs utilizing pictures and real word experiences and demonstrates understanding of possessives in play and real word experiences. c. <input type="checkbox"/> Understand the meaning of words and gestures, use words to communicate and engage in conversations with others. <input type="checkbox"/> Understand age-appropriate regular plurals in conversation. <input type="checkbox"/> Use age-appropriate regular plurals in conversation <input type="checkbox"/> Understand age-appropriate irregular plurals in conversation. d. <input type="checkbox"/> Listens to conversations and understands what is being said. <input type="checkbox"/> Enjoys interaction, stories, and activities with riddles, guessing, and suspense. <input type="checkbox"/> Uses detailed sentence structure to describe events and activities asks and answers simple questions appropriately.
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Engage in teacher-led reading experiences and with support. <input type="checkbox"/> Participate in collaborative discussions with peers to build background knowledge.
3. Actively participate in teacher-led choral and shared reading experiences. <i>Examples: reciting nursery rhymes, songs, poems, stories</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Engage in teacher-led reading experiences. <input type="checkbox"/> Enjoy interaction, stories, and activities with riddles, guessing, and suspense. <input type="checkbox"/> Sit and listen to stories for up to ten minutes at a time. <input type="checkbox"/> Listen attentively to age-appropriate stories.

	<input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing.
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. <i>Example: Use interrogatives who, what, where, when, why, and how to ask questions.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Begin to actually understand how to use language to communicate. <input type="checkbox"/> Ask many questions. <input type="checkbox"/> Answer simple questions appropriately. <input type="checkbox"/> Answer “who?,” “what?,” “when?,” “where?,” “how?,” and “why?” questions during conversation(s).
5. With guidance and support, present information orally, using complete sentences in correct word order. a. Speak audibly and express thoughts, feelings, and ideas clearly. b. Describe people, places, things, and events with relevant details in a story with three to five events.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use detailed sentence structure to describe events and activities. <input type="checkbox"/> Have a vocabulary of 1500 words or more. <input type="checkbox"/> Communicate with others utilizing complete sentences. a. <input type="checkbox"/> Begin to actually understand how to use language to communicate. <input type="checkbox"/> Begin to express her/his needs using simple sentences and/or actions. <input type="checkbox"/> Become aware of her/his own feelings. <input type="checkbox"/> Often be able to express feelings in words. <input type="checkbox"/> Articulate words/phrases sentence only having age-appropriate phoneme errors. b. <input type="checkbox"/> Use detailed sentence structure to describe events and activities. <input type="checkbox"/> Understand the sequence of daily events. <input type="checkbox"/> Receptively sequence a story or event with 3-5 events included.

6. Uses spatial and temporal concepts correctly.

Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last

Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Imitate simple movements related to spatial and temporal concepts. <input type="checkbox"/> Understand the sequence of daily events. <input type="checkbox"/> Identify objects in a series (first, second, last). <input type="checkbox"/> Begin to learn “directional” words.

7. Restate and follow one- and two-step directions.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Begin to understand when asked to do something. <input type="checkbox"/> With support, follow one-step directions. <input type="checkbox"/> With support, follow two-step directions.

Concepts of Print

8. Demonstrate understanding of the organization and basic features of printed materials.

a. Recognize and demonstrate that print conveys meaning.

Examples: Share a favorite book with peers. Share a list of birthday gifts received.

b. With prompting and support, explain the roles of the author and illustrator of a text.

c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.

d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.

e. Point to words using one-to-one correspondence, noting that words are separated by spaces.

f. Distinguish letters from words within sentences.

g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize environmental print. <input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Be interested in books.<input type="checkbox"/> Begin to picture read very simple picture books with a few words.a.<ul style="list-style-type: none"><input type="checkbox"/> Recognize environmental print.<input type="checkbox"/> Begin to make the connection between spoken and written words.<input type="checkbox"/> Recognize several printed words.<input type="checkbox"/> Possibly print own name.b.<ul style="list-style-type: none"><input type="checkbox"/> Show interest in books.<input type="checkbox"/> With support, explain the role of the author of a text.<input type="checkbox"/> With support, explain the role of the illustrator of a text.c.<ul style="list-style-type: none"><input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing<input type="checkbox"/> Be interested in books.<input type="checkbox"/> Recognize several printed words.<input type="checkbox"/> Pretend to read to others.<input type="checkbox"/> Begin to picture read very simple picture books with a few words.d.<ul style="list-style-type: none"><input type="checkbox"/> Have an interest in how stories, finger plays, and songs look in writing.<input type="checkbox"/> Write a few capital letters.<input type="checkbox"/> With support, identify capital letters.<input type="checkbox"/> With support, identify different types of grade-appropriate punctuation.e.<ul style="list-style-type: none"><input type="checkbox"/> Perform basic processes, such as recognize that words are separated by spaces, with teacher support, if needed.f.<ul style="list-style-type: none"><input type="checkbox"/> Recognize several printed words.<input type="checkbox"/> Name about 10 letters, especially those in their name.g.<ul style="list-style-type: none"><input type="checkbox"/> Show interest in written words.<input type="checkbox"/> Write a few capital letters.<input type="checkbox"/> Possibly print own name.<input type="checkbox"/> Hear and make different sounds. |
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Phonological Awareness/Phonemic Awareness

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.
- Count the number of words in a spoken sentence.
 - Recognize alliterative spoken words.
 - Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
 - Count, blend, and segment syllables in spoken words, including compound words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Identify the initial, final, and medial sounds of spoken words.
 - Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.
 - Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation.

Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)

Note: Standard 9 is important as a foundational phonemic awareness skill for all learners.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Hear and make different sounds.
- ☐ Sing and/or say nursery rhymes, songs, and fingerplays.
- ☐ Tell if paired words are the same or different in sound.
- ☐ Recognize many letters and some sounds.
- a.
 - ☐ Count to 10 and above.
 - ☐ Recognize several printed words.
- b.
 - ☐ Hear and make different sounds.
 - ☐ Sing and/or say nursery rhymes, songs, and fingerplays.
 - ☐ Tell if paired words are the same or different in sound.
 - ☐ Recognize many letters and some sounds.
- c.
 - ☐ Hear and make different sounds.

	<input type="checkbox"/> Mimic and/or say nursery rhymes, songs, and fingerplays. <input type="checkbox"/> Tell if paired words are the same or different in sound. <input type="checkbox"/> Recognize many letters and some sounds. d. <input type="checkbox"/> Count to 10 and above. <input type="checkbox"/> Sing and/or say nursery rhymes, songs, and fingerplays. <input type="checkbox"/> Recognize letters and their sounds. <input type="checkbox"/> Blend sounds. <input type="checkbox"/> Imitate clapping out syllables. e. <input type="checkbox"/> Sing and/or say nursery rhymes, songs, and fingerplays. <input type="checkbox"/> Recognize many letters and some sounds. <input type="checkbox"/> Imitatively blend sounds. <input type="checkbox"/> Imitatively segment single <input type="checkbox"/> Syllable spoken words. f. <input type="checkbox"/> Hear and make different sounds. <input type="checkbox"/> Recognize many letters and some sounds. <input type="checkbox"/> Identify objects in a series (first, second, last). <input type="checkbox"/> Begin to learn “directional” words. g. <input type="checkbox"/> Hear and make different sounds. <input type="checkbox"/> Recognize many letters and some sounds. <input type="checkbox"/> Blend phonemes. h. <input type="checkbox"/> Recognize the knowledge of voiced sounds <input type="checkbox"/> Recognize unvoiced sounds <input type="checkbox"/> Recognize specific articulation strategies <input type="checkbox"/> Distinguish between commonly confused cognate sounds.
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Phonics

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.

a. Produce the most frequent sound(s) for each consonant, including x and q , which have two phonemes (sounds).

Examples: x= /ks/ and q=/kw/

b. Identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.

c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.

d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.

e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.

f. With prompting and support, decode words with suffix - s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s.

Examples: pups, cats, pigs, dogs

Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.

g. With prompting and support, produce the most frequent sound for digraphs c k , sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).

h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ.

Example: mat/sat, pan/pat, tip/top

i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.

Examples: am, at, get, like, make, that, this, me, she, be

Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Produce sounds. <input type="checkbox"/> Identify letters of the alphabet. <input type="checkbox"/> Identify letter-sound correspondence. <input type="checkbox"/> Blend sounds together. <input type="checkbox"/> Write letters of the alphabet. a. <input type="checkbox"/> Recognize common sounds with consonants <input type="checkbox"/> Imitate new sounds of letters that have more than one sound. b. <input type="checkbox"/> Vowel identification. <input type="checkbox"/> Vowel sounds. <input type="checkbox"/> Vowel to sound correspondence. <input type="checkbox"/> Blending sounds with a vowel sound. c. <input type="checkbox"/> Recognize individual sounds of letters <input type="checkbox"/> Recognize each sound in isolation when presented with a CVC word <input type="checkbox"/> Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text. d. <input type="checkbox"/> Recognize the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables, with prompting and support. e. <input type="checkbox"/> Letter identification. <input type="checkbox"/> Letter-sound correspondence for long vowels. <input type="checkbox"/> Recognize when a vowel makes the long sound. f. <input type="checkbox"/> Letter-sound correspondence. <input type="checkbox"/> Blend sounds together. <input type="checkbox"/> Know the unvoiced and voiced sounds for letter s. g.

	<input type="checkbox"/> Letter identification. <input type="checkbox"/> Letter-sound correspondence. <input type="checkbox"/> Digraph-sound correspondence. h. <input type="checkbox"/> Letter identification. <input type="checkbox"/> Letter-sound correspondence. <input type="checkbox"/> Blend sounds together. <input type="checkbox"/> Identifying initial, middle, and final sounds in words. i. <input type="checkbox"/> Recognize and attempt to decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
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Fluency

11. Recognize and name all upper- and lowercase letters in non-sequential order with accuracy and automaticity.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize and name all upper- and lower-case letters in sequential order with accuracy.

12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity.

Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters.

Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Arrange and name letters of the alphabet in sequential order from a to z, with support.

13. With prompting and support, recognize and name digraphs *ck, sh, th, ch, wh, ng*, and combination *qu*.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Name about 10 letters, especially those in their name. <input type="checkbox"/> Recognize many letters and some sounds.

	<input type="checkbox"/> Recognize grade-appropriate digraphs.
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize previously taught phoneme-grapheme correspondences. <input type="checkbox"/> With support, decode words with accuracy, in and out of context.
15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize letters and their sounds. <input type="checkbox"/> Blend sounds to read simple, grade-appropriate words.
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity. <i>Note: As noted in the phonics standards, high-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add it to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize and read grade-appropriate high frequency words, with support.
Vocabulary	
17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to new words. <input type="checkbox"/> Utilizing background knowledge.

	<input type="checkbox"/> Repeating new words.
18. Identify new meanings for familiar words and apply them accurately. <i>Example: multiple meaning words such as duck, run, and bat</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to new words. <input type="checkbox"/> Utilizing background knowledge. <input type="checkbox"/> Repeating new words. <input type="checkbox"/> Relate words to a tangible object.
19. Ask and answer questions about unfamiliar words in discussions and/or text. a. Describe the relationship between words, including relating them to synonyms and antonyms.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Respond to a question. <input type="checkbox"/> Ask a question. <input type="checkbox"/> Identifying unknown words. a. <input type="checkbox"/> Recognize the relationship between words, including identifying synonyms and antonyms.
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. <i>Examples: apples, oranges, grapes; hammer, nails, screwdriver</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identifying pictures. <input type="checkbox"/> Name pictures. <input type="checkbox"/> Group objects. <input type="checkbox"/> Utilize background knowledge.

21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.
- a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.
 - b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Speak in sentences.
- ☐ Use background knowledge.
- ☐ Recognize new words.
- ☐ Recognize the meaning of words.
- a.
 - ☐ Communicate with others.
 - ☐ Recognize words.
 - ☐ Know the meaning of words.
- ☐ Decode words.
- b.
 - ☐ Communicate with others.
 - ☐ Listen to others.
 - ☐ Recognize words.
 - ☐ Respond to others.

Comprehension

22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Listen to a story.
- ☐ Communicate with others.
- ☐ Stay on topic during a conversation.
- ☐ Make purposeful marks on paper.
- ☐ Write and/or draw with meaning.

23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize words. <input type="checkbox"/> Form a sentence. <input type="checkbox"/> Recognize a sentence. <input type="checkbox"/> Know what a statement and a question are.
24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to a text. <input type="checkbox"/> Recognize a text. <input type="checkbox"/> Know that there are different types of text. <input type="checkbox"/> Know the differences between literary, informational, fairy tale, and poetry texts.
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listening to a text. <input type="checkbox"/> Identifying a text. <input type="checkbox"/> Knowing what a topic, title, heading, illustration, and clues are.
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to text read aloud. <input type="checkbox"/> Look at illustrations. <input type="checkbox"/> Understand what is being read to them. <input type="checkbox"/> Know what an illustration is.
27. Identify and describe the main story elements in a literary text. a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a story read aloud. <input type="checkbox"/> Understand a story that is read aloud. <input type="checkbox"/> Understand different parts in a story including main character, setting, important events. a. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a story read aloud. <input type="checkbox"/> Understand a story read aloud. <input type="checkbox"/> Understand different parts in a story including main character, setting, important events. <input type="checkbox"/> Logically order events.
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Understand what main idea is. <input type="checkbox"/> Understand the meaning of predictions. <input type="checkbox"/> Relate background knowledge to a text to make a prediction.
29. With prompting and support, identify the main topic and key details in an informational text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a text. <input type="checkbox"/> Understand what is being said in a text. <input type="checkbox"/> Know the meaning of main idea. <input type="checkbox"/> Know the meaning of key details. <input type="checkbox"/> Remember details of a text.

30. With prompting and support, ask and answer questions about key details in literary and informational texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Listen and understand a question being asked. <input type="checkbox"/> Recall information from the text read aloud.
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Recall information from the text read aloud. <input type="checkbox"/> Letter-sound correspondence. <input type="checkbox"/> Decode CVC words. <input type="checkbox"/> Read with understanding.
32. With prompting and support, compare and contrast two texts.	
a. Distinguish between literary texts and informational texts. b. Compare and contrast the experiences of characters in a literary text. c. Compare and contrast two informational texts on the same topic.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to texts read aloud. <input type="checkbox"/> Understand texts that are read aloud. <input type="checkbox"/> Recall details of the texts read aloud. <input type="checkbox"/> Know the meaning of comparing. <input type="checkbox"/> Know the meaning of contrasting. a.

	<input type="checkbox"/> Recognize a group of words as a text is read. <input type="checkbox"/> Listen to a text. <input type="checkbox"/> Recall details about a text read aloud. <input type="checkbox"/> Know the meaning of literary texts. <input type="checkbox"/> Know the meaning of informational texts. b. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Recall information about the characters from the text read aloud. <input type="checkbox"/> Understand the meaning of compare. <input type="checkbox"/> Understand the meaning of contrast. c. <input type="checkbox"/> Communicate with others. <input type="checkbox"/> Listen to a text read aloud. <input type="checkbox"/> Understand a text read aloud. <input type="checkbox"/> Recall information from the texts read aloud. <input type="checkbox"/> Understand the meaning of compare. <input type="checkbox"/> Understand the meaning of contrast.
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Writing

33. Express ideas orally and connect these ideas through drawing and emergent writing.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Hold crayons, pencils, and paintbrushes in more adultlike grasp. <input type="checkbox"/> Practice writing skills. <input type="checkbox"/> Use detailed sentence structure to describe events and activities.

34. Print legibly, using proper pencil grip.

a. Print upper- and lowercase letters using proper approach strokes, letter formation, and line placement.

b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.

Note: In Kindergarten, students are learning the most basic forms of capitalization. While the standard only requires that the first letter of each name be capitalized, some students' names may include additional capital letters, hyphens, or apostrophes. In such cases, students should learn to write their own names using proper capitalization and punctuation.

Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus

c. With prompting and support, use lower case letters in majority of written work, using capitals only when appropriate.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Hold crayons, pencils, and paintbrushes in more adultlike grasp. <input type="checkbox"/> Write a few capital letters. <input type="checkbox"/> Print own name. a. <input type="checkbox"/> Hold crayons, pencils, and paint brushes in more adultlike grasp. <input type="checkbox"/> Trace capital letters. <input type="checkbox"/> Trace lowercase letters. <input type="checkbox"/> Copy capital and lowercase letters using proper strokes, letter formation, and line placement. b. <input type="checkbox"/> Show interest in seeing her/his name. <input type="checkbox"/> Want to write her/his name. <input type="checkbox"/> Practice writing skills. <input type="checkbox"/> Trace first and last name using appropriate capitalization and punctuation. <input type="checkbox"/> Copy first and last name using appropriate capitalization and punctuation. c. <input type="checkbox"/> Have a growing interest in letters and numbers <input type="checkbox"/> Write a few capital letters. <input type="checkbox"/> Identify capital letters in print.
35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.	

- a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound).
Examples: /b/=b, /m/=m, /k/=k, c, -ck
- b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words.
Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel
- c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.
Examples: am, at, can, he, we, be, in, it, came, like
- d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.
Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Begin to make the connection between spoken and written words. <input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondences. <input type="checkbox"/> With support, encode grade-appropriate words accurately. a. <input type="checkbox"/> Begin to make the connection between spoken and written words <input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondences. <input type="checkbox"/> With support, encode at the phoneme level, using the most common grapheme/spelling(s) for a spoken sound. b. <input type="checkbox"/> Begin to make the connection between spoken and written words. <input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondences. <input type="checkbox"/> With support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words. c. <input type="checkbox"/> Begin to make the connection between spoken and written words.

	<input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondence. d. <input type="checkbox"/> Begin to make the connection between spoken and written words. <input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondence. <input type="checkbox"/> With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns. <input type="checkbox"/> Identify the part of a word that does not follow regular phoneme-grapheme correspondences. <input type="checkbox"/> With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position.
36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling. a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language. b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment. c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys. d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence. e. With prompting and support, begin each sentence with a capital letter. f. With prompting and support, capitalize the pronoun I and names of individuals. g. With prompting and support, recognize, name, and correctly use end punctuation. <i>Examples: period, question mark, exclamation mark</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use phrases and/or short sentences.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Talk more and use phrases and clauses to create more adult-like sentences.<input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondence.<input type="checkbox"/> With supports, encode words with errors being grade appropriate.<input type="checkbox"/> With supports, follow the rules of standard English grammar.<input type="checkbox"/> With supports, identify types of grade-appropriate punctuation.<input type="checkbox"/> With supports, utilize grade-appropriate punctuation.<input type="checkbox"/> With supports, identify capital letters.<input type="checkbox"/> With supports, utilize capital letters when appropriate.a.<ul style="list-style-type: none"><input type="checkbox"/> Begin to make the connection between spoken and written words.<input type="checkbox"/> Demonstrate knowledge of phoneme-grapheme correspondences.<input type="checkbox"/> With support, encode grade-appropriate spoken words.b.<ul style="list-style-type: none"><input type="checkbox"/> Write a few capital letters.<input type="checkbox"/> With support, compose a simple sentence.<input type="checkbox"/> With support, add necessary components to make a written sentence complete.c.<ul style="list-style-type: none"><input type="checkbox"/> Recognize several printed words.<input type="checkbox"/> With supports, identify nouns within a sentence.<input type="checkbox"/> With supports, identify verbs within a sentence.d.<ul style="list-style-type: none"><input type="checkbox"/> Recognize several printed words.<input type="checkbox"/> Begin to make the connection between spoken and written words.<input type="checkbox"/> With supports, encode words with errors being grade appropriate.<input type="checkbox"/> With supports, utilize proper spacing between written words.e.<ul style="list-style-type: none"><input type="checkbox"/> Write a few capital letters.<input type="checkbox"/> Identify capital letters.f.<ul style="list-style-type: none"><input type="checkbox"/> Write a few capital letters.<input type="checkbox"/> Identify the pronoun "I" in print.<input type="checkbox"/> Identify names of individuals in print.g. |
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	<input type="checkbox"/> With supports, identify types of grade-appropriate punctuation <input type="checkbox"/> With supports, name types of grade-appropriate punctuation <input type="checkbox"/> With supports, utilize grade-appropriate punctuation.
<p>37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.</p> <p>a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.</p> <p>b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.</p> <p>c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.</p> <p>d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.</p> <p>e. With prompting and support, compose writing for varied purposes and audiences, across different genres.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Enjoy interaction, stories, and activities with riddles, guessing, and suspense. <input type="checkbox"/> Enjoy using words and creating silly language. <input type="checkbox"/> Enjoy stories that give real information. <input type="checkbox"/> Use detailed sentence structure to describe events and activities. a. <input type="checkbox"/> Independently write single words and/or short phrases. <input type="checkbox"/> With supports, actively participate in shared writing experiences. <input type="checkbox"/> With supports, create messages, lists, and labels related to a drawing or illustration. b. <input type="checkbox"/> Actively participate in shared writing experiences to create narratives utilizing drawing, dictating, and/or writing. <input type="checkbox"/> Sequence events in the correct order. <input type="checkbox"/> Often be able to express feelings in words. c. <input type="checkbox"/> With supports, actively participate in shared writing experiences to create opinion pieces using drawing, dictating, and/or writing.

	<input type="checkbox"/> Communicate an opinion. <input type="checkbox"/> Provide supportive details for their opinion. d. <input type="checkbox"/> With supports, actively participate in shared writing experiences to create explanatory pieces using drawing, dictating, and/or writing. <input type="checkbox"/> Enjoy stories that give real information. <input type="checkbox"/> With supports, provide information about a topic. e. <input type="checkbox"/> Independently write single words and/or short phrases to communicate ideas.
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults. <i>Examples: Plan by brainstorming; revise to clarify or aid audience's comprehension; edit written presentations to ensure appropriate spacing between letters and words, correct spelling and punctuation, and legibility as a courtesy to the audience and to show pride in one's work.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Cooperate with others and participate in group activities <input type="checkbox"/> Have an interest in the ability to make changes.
39. Participate in shared research and writing projects to answer a question or describe a topic. a. Include information recalled from personal experiences in research and writing projects. b. Gather information from provided sources for research and writing projects.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/>	<input type="checkbox"/> Cooperate with others and participate in group activities. <input type="checkbox"/> Ask many questions. <input type="checkbox"/> Answer simple questions appropriately. <input type="checkbox"/> Engage in conversation by taking turns talking and listening. a. <input type="checkbox"/> With prompting and support, recall personal experiences related to a specific topic. b. <input type="checkbox"/> With prompting and support, gather information from provided research and writing projects.

40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Cooperate with others and participate in group activities. <input type="checkbox"/> Identify a variety of digital tools. <input type="checkbox"/> With support, effectively utilize a variety of digital tools.

Grade 1

LITERACY FOUNDATIONS

Oral Language

1. Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Listen and respond to a variety of electronic media and other age-appropriate materials.
- ☐ Tell and retell stories and events in logical order.
- ☐ Express ideas orally in complete sentences.
- ☐ Follow rules of age-appropriate voice level in small-group settings.

2. Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.

Examples: read-alouds, oral dramatic activities

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Listen and respond to a variety of electronic media and other age-appropriate materials.
- ☐ Tell and retell stories and events in logical order.
- ☐ Participate in a variety of oral language activities, including choral speaking, and
- ☐ Reciting short poems, rhymes, songs, and stories with repeated patterns.
- ☐ Express ideas orally in complete sentences.

3. Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Initiate conversations with peers and adults.

	<input type="checkbox"/> Follow rules for conversation using age-appropriate voice level in small-group settings. <input type="checkbox"/> Ask and respond to questions in full sentences. <input type="checkbox"/> Follow simple two-step directions. <input type="checkbox"/> Give simple two-step directions.
4. Present information orally using complete sentences and appropriate volume. a. Orally describe people, places, things, and events, expressing ideas with relevant details.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Follow rules for conversation using age-appropriate voice level in small-group settings. <input type="checkbox"/> Express ideas in complete sentences. <input type="checkbox"/> Use age-appropriate vocabulary to form a complete sentence. a. <input type="checkbox"/> Follow rules for conversation using age-appropriate voice level in small-group settings. <input type="checkbox"/> Tell and retell stories and events in logical order <input type="checkbox"/> Express ideas in complete sentences.
Concepts of Print	
5. Locate a book's title, table of contents, glossary, and the names of author(s) and illustrator(s). a. Explain the roles of author(s) and illustrator(s).	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the front and back cover of a book. <input type="checkbox"/> Identify title page in a familiar book. <input type="checkbox"/> Recognize print as having information. <input type="checkbox"/> Hold the book in an upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right). a. <input type="checkbox"/> Recognize the role of an author(s) and that they are the one(s) who write the story.

	<input type="checkbox"/> Recognize the role of an illustrator(s) and that their job is to draw or capture the pictures within a story. <input type="checkbox"/> Whole the book in an upright position, turn pages sequentially, and recognize correct orientation (top to bottom, left to right).
Phonological Awareness/Phonemic Awareness	
<p>6. Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.</p> <p>a. Count, blend, segment, and delete syllables in spoken words, including polysyllabic words. <i>Examples: par-ti-cu-lar, cer-ti-fi-cate</i></p> <p>b. Recognize and produce groups of rhyming words and distinguish them from non-rhyming groups of spoken words.</p> <p>c. Produce alliterative words.</p> <p>d. Blend and segment phonemes in single-syllable spoken words made up of three to five phonemes, including words with consonant blends.</p> <p>e. Add, delete, and substitute phonemes at the beginning or end of spoken words made up of three to five phonemes, and produce the resulting word. <i>Examples: pan t o p ant; flight to light; cat to cap</i></p> <p>f. Distinguish long from short vowel sounds in spoken, single-syllable words.</p> <p>g. Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation. <i>Examples: /f/ and /v/, /p/ and /b/, /t/ and /d/, /k/ and /g/, /m/ and /n/, /ng/ and /n/, /s/ and /z/, unvoiced /th/ and voiced /th/, /ch/ and /sh/, /ě/ and /ā/, /ě/ and /ǎ/</i> <i>Note: This is extremely important as a foundational phonemic awareness skill for all learners.</i></p> <p>h. Identify the sound substitution in words with five to six phonemes. <i>Example: strips/straps, square/squire</i></p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme CVC words. <input type="checkbox"/> Blend and segment onsets and rhymes of single syllable spoken words.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words.<input type="checkbox"/> Recognize and produce rhyming words.a.<ul style="list-style-type: none"><input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme CVC words.<input type="checkbox"/> Blend and segment onsets and rhymes of single syllable spoken words.<input type="checkbox"/> Count, pronounce, blend and segment syllables in spoken words.b.<ul style="list-style-type: none"><input type="checkbox"/> Identify groups of rhyming words and non-rhyming words.<input type="checkbox"/> Recognize patterns of sounds in songs, storytelling, and poetry.<input type="checkbox"/> Repeat songs, poems, and stories with repeated rhyme.c.<ul style="list-style-type: none"><input type="checkbox"/> Produce a group of 3 alliterative words.<input type="checkbox"/> Produce a group of 5 alliterative words.d.<ul style="list-style-type: none"><input type="checkbox"/> Use beginning and ending consonants to decode single-syllable words.<input type="checkbox"/> Use two letter consonant blends to decode single-syllable words.<input type="checkbox"/> Use beginning consonant digraphs to decode single-syllable words.e.<ul style="list-style-type: none"><input type="checkbox"/> Add a phoneme to the beginning of a spoken word to change it to a new word.<input type="checkbox"/> Delete a phoneme from the beginning of a spoken word to change it to a new word.<input type="checkbox"/> Substitute a phoneme from the beginning of a spoken word to change it to a new word.f.<ul style="list-style-type: none"><input type="checkbox"/> Identify all vowel sounds.<input type="checkbox"/> Identify long vowel sounds in spoken words.<input type="checkbox"/> Identify short vowel sounds in spoken words.g.<ul style="list-style-type: none"><input type="checkbox"/> Identify vowels sounds.<input type="checkbox"/> Correctly identify vowel sounds when speaking. |
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h.

- ☐ Identify sound substitution in words with 2 to 3 phonemes.
- ☐ Identify the individual sounds in a spoken word.

Phonics

7. Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
- a. Produce the most frequent sound(s) for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.
Examples: x= /ks/; q=/kw/; a=/ă/ and /ā/, s= /s/ and /z/
- b. Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final position.
Note: Consonant blends should include st-, sm-, sn-, -st, -ft, -lp, sl, cr, cl, tr, dr, nt, nd, mp, and nk, at a minimum.
- c. Decode words with digraphs, trigraphs, and combinations, including digraphs c k, sh, th, ch, wh, ph, ng, trigraphs tch and dge, and combination qu.
Note: Some programs/experts call wh a combination, others call it a digraph. Use common language across the school/district.
- d. Decode words with a after w read /ă/ and a before l read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
- e. With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.
Examples: c=/k/ before a, o, u, or any consonant and c= /s/ before i, e, or y; g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y
- f. Decode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.
Examples: fly, my; baby, happy; myth, gym
- g. Decode regularly spelled one-syllable words with vowel-r syllables, including a r, er, ir, or, and u r.
- h. With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and u e.

- i. With prompting and support, decode words that follow the -ild, -ost, -old, -olt, a nd -ind patterns.
Examples: mild, host, fold, jolt, kind
- j. With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types.
- k. With prompting and support, decode words with silent letter combinations.
Examples: kn, wr, mb, gh, gn
- l. With prompting and support, decode words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-.
- m. With prompting and support, decode words with common suffixes, including words with dropped e and y - to-l changes for suffix addition.
Examples: -s, -ed, -ing, -es, -er, -est, -en, -y, -ly
- n. Decode contractions with am, is, has , and n ot.
Examples: I'm, he's, she's, isn't, don't
- o. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
Examples: saw, all, made, can, his, walk, let, open, time

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use beginning and ending consonants to decode single syllable words. <input type="checkbox"/> Use two-letter consonants blends to decode single-syllable words. <input type="checkbox"/> Use beginning consonant digraphs to decode single syllable words. <input type="checkbox"/> Use short vowel sounds to decode single-syllable words. <input type="checkbox"/> Blend beginning, middle, and ending sounds to recognize and read words. <input type="checkbox"/> Use word patterns to decode unfamiliar words. <input type="checkbox"/> Read simple two-syllable compound words. <input type="checkbox"/> Read commonly used sight words. a. <input type="checkbox"/> Identify each sound for each letter of the alphabet. <input type="checkbox"/> Mimic each letter sound for each letter of the alphabet. b. <input type="checkbox"/> Identify medial sounds in words.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Identify final sounds in words.<input type="checkbox"/> Identify initial sounds in words.<input type="checkbox"/> Understand how to Identify words with one-syllable.c.<ul style="list-style-type: none"><input type="checkbox"/> Identify medial sounds in words.<input type="checkbox"/> Identify final sounds in words.<input type="checkbox"/> Identify initial sounds in words.d.<ul style="list-style-type: none"><input type="checkbox"/> Identify medial sounds in words.<input type="checkbox"/> Identify final sounds in words.<input type="checkbox"/> Identify initial sounds in words.e.<ul style="list-style-type: none"><input type="checkbox"/> Identify words with soft /g/ sounds.<input type="checkbox"/> Identify words with soft /c/ sounds.<input type="checkbox"/> Identify words with hard /g/ sounds.<input type="checkbox"/> Identify words with hard /c/ sounds.f.<ul style="list-style-type: none"><input type="checkbox"/> With prompting, Identify words with vowel /y/ in the final position<input type="checkbox"/> Distinguish long and short vowels<input type="checkbox"/> Identify medial sounds in words.g.<ul style="list-style-type: none"><input type="checkbox"/> Repeat regularly spelled one-syllable words with vowel-r syllables, including ar, er, ir, or, and ur.h.<ul style="list-style-type: none"><input type="checkbox"/> With prompting and support, decode words with common vowel team syllables, including ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.i.<ul style="list-style-type: none"><input type="checkbox"/> Repeat words that follow the -ild, -ost, -old, -olt, and -ind patterns.j.<ul style="list-style-type: none"><input type="checkbox"/> Identify and repeat compound words.k.<ul style="list-style-type: none"><input type="checkbox"/> Identify words with silent letter combinations. |
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	l. <input type="checkbox"/> Identify and repeat words with common prefixes including un-, dis-, in-, re-, pre-, mis-, non-, and ex-. m. <input type="checkbox"/> Identify and repeat words with common suffixes, including words with dropped e and y to i changes. n. <input type="checkbox"/> Identify contractions. o. <input type="checkbox"/> Match and repeat high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences.
Fluency	
8. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Blend and segment multisyllabic words at the syllable level. <input type="checkbox"/> Blend and segment one syllable words into phonemes including onset and rhyme. <input type="checkbox"/> Identify words according to shared beginning and/or ending sound. <input type="checkbox"/> Blend sounds to make one syllable words. <input type="checkbox"/> Segment one-syllable words into individual phonemes.
9. Read grade-appropriate texts with accuracy and fluency. a. Read and reread grade-appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension. b. Recognize and self-correct decoding and other errors in word recognition and reread for clarification. c. Participate in poetry reading, noticing phrasing, rhythm, and rhyme. <i>Example: Pause between stanzas and between lines where punctuation indicates.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read emergent-reader texts with purpose and understanding. <input type="checkbox"/> Accurately read and blend CVC spelled words.

	<input type="checkbox"/> Recognize commonly spelled sight words. <input type="checkbox"/> Participate in a variety of oral language activities, including choral speaking, and reciting short poems, rhymes, songs, and stories with repeated patterns. a. <input type="checkbox"/> Read emergent-reader text with purpose and understanding. <input type="checkbox"/> Identify who and what the story is about. <input type="checkbox"/> Accurately read and blend CVC spelled words. <input type="checkbox"/> Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories. b. <input type="checkbox"/> Reading emergent-reader text with purpose and understanding. <input type="checkbox"/> Accurately read and blend CVC spelled words. <input type="checkbox"/> Recognize and self-correct when decoding and recognizing high frequency words. c. <input type="checkbox"/> Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
10. Read high-frequency words commonly found in grade-appropriate text. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately and independently three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read common high frequency words by sight e.g., the, of, to, you, she, my, is, are, do, does). <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Reproduce the long and short sounds of the five major vowels. <input type="checkbox"/> Match letter sounds to letter names.

Vocabulary	
<p>11. Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Discuss meanings of words in context. <input type="checkbox"/> Develop vocabulary by listening to and reading a variety of text. <input type="checkbox"/> Ask for the meaning of unknown words and make connections to familiar words. <input type="checkbox"/> Use text clues such as words or pictures to discern meanings of unknown words. <input type="checkbox"/> Use known vocabulary from other content areas. a. <input type="checkbox"/> Identify the main root word. <input type="checkbox"/> Make a connection from previously learned words.
<p>12. Ask and answer questions about unfamiliar words and phrases in discussions and/or text.</p> <p>a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: Jack's coat, mom's car; pigs, pig's, pigs'</i></p> <p>b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including frequently occurring affixes and inflections -s, -es, -ed, -ing, -er, and -est. <i>Examples: Explain that adding suffix -s changes a singular noun to a plural noun and adding suffix -ed changes a verb to past tense.</i></p> <p>c. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words. <i>Examples: look, peek, glance, stare, glare; big, large, gigantic, monstrous</i> <i>Act out tiptoe, creep, and march to distinguish shades of meaning in words related to walk.</i> <i>Discuss synonyms and antonyms.</i></p>	
Learning Objectives	Prior Knowledge

<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Ask for the meaning of unknown words and make connections to known familiar words. <input type="checkbox"/> Use known vocabulary from other content areas to make connections to known familiar words. <input type="checkbox"/> Use text clues such as words or pictures to discern meanings of unknown words. <input type="checkbox"/> Use common singular and plural nouns. <input type="checkbox"/> Build vocabulary by listening to discussions as well as reading a variety of text. <input type="checkbox"/> Use vocabulary from other content areas. a. <input type="checkbox"/> Identify possessives as meaning ownership. <input type="checkbox"/> Identify plurals as meaning more than one. b. <input type="checkbox"/> Recognize the base word and understand the meaning. c. <input type="checkbox"/> Group words with similar meanings. <input type="checkbox"/> Match words with their opposite.
13. Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use sentence-level as a clue to the meaning of a word or phrase. <input type="checkbox"/> Use frequently occurring affixes as a clue to the meaning of a word. <input type="checkbox"/> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
14. Sort and categorize groups of words or pictures based on meaning, and label each category. <i>Examples: colors, clothes, animals with wings</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. <input type="checkbox"/> 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).

	<input type="checkbox"/> Identify real-life connections between words and their use (e.g., note places at home that are cozy).
15. Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify adjectives as words to describe various objects. <input type="checkbox"/> Mimic saying adjectives that describe various objects.
16. Use grade-appropriate academic vocabulary in speaking and writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use words, phrases, and sentences. <input type="checkbox"/> Use titles and pictures to aid in grade appropriate vocabulary. <input type="checkbox"/> Use information within the story to read words. <input type="checkbox"/> Use knowledge of sentence structure. <input type="checkbox"/> Use knowledge of story structure. <input type="checkbox"/> Reread and self-correct.
Comprehension	
17. Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Initiate conversations with peers. <input type="checkbox"/> Follow rules for conversation using appropriate voice level in small-group settings. <input type="checkbox"/> Build on others' talk in conversations by responding to the comments of others in multiple exchanges. <input type="checkbox"/> Ask and respond to questions.
18. Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.	
Learning Objectives	Prior Knowledge

<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write simple sentences that convey meaning to recount one sequenced event. <input type="checkbox"/> Use temporal words with pictures to demonstrate order of events. <input type="checkbox"/> Sequence pictures of events in the order in which they occurred.
19. Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the difference between informational text and fairy tale. <input type="checkbox"/> Differentiate the difference in real and not real. <input type="checkbox"/> Recognize common types of text. <input type="checkbox"/> Mimic poems and stories with repeated rhyme.
20. Use text features to locate key facts or information in printed or digital text. <i>Examples: headings, tables of contents, glossaries, electronic menus, icons, bold words, captions, illustrations</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Locate various text features. <input type="checkbox"/> Recall information from illustrations or text. <input type="checkbox"/> Recognize printed material as containing information.
21. Identify the main topic and key details of literary and informational texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support, identify the main topic and key details of literary and informational text. <input type="checkbox"/> Describe a picture showing the main topic and key details of a text. <input type="checkbox"/> Point to pictures showing key details of a text. <input type="checkbox"/> Draw a picture about the topic of a text. <input type="checkbox"/> Point to a picture about the topic of a text.
22. Ask and answer questions about key details in literary and informational texts.	
Learning Objectives	Prior Knowledge

<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support, ask and answer questions about key details within a text. <input type="checkbox"/> Identify the concept of questions and statements. <input type="checkbox"/> Identify the difference of a question and a statement. <input type="checkbox"/> Respond to questions about details within a text. <input type="checkbox"/> Respond to yes and no questions about details in a text.
23. Identify and describe the main story elements in a literary text. a. Describe the characters and settings, using illustrations and textual evidence from a story. b. Retell the plot or sequence of major events in chronological order.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify characters, setting, and major events within a story. <input type="checkbox"/> Identify the major events within a story. <input type="checkbox"/> Identify the setting of a story. <input type="checkbox"/> Identify the characters within a story. <input type="checkbox"/> Identify a picture of a familiar person within a story.
24. Identify who is telling the story, using evidence from the text. a. Use the term narrator to refer to the speaker who is telling the story.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support, identify characters, settings, and major events within a story. <input type="checkbox"/> Match characters to the story. <input type="checkbox"/> Identify narrator as the one who tells the story. <input type="checkbox"/> Identify characters throughout the story. <input type="checkbox"/> Match characters to the story.
25. Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.	
Learning Objectives	Prior Knowledge

<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Set a purpose for reading. <input type="checkbox"/> Relate previous experiences to what is being read. <input type="checkbox"/> Make and confirm predictions. <input type="checkbox"/> Ask and answer who, what, when, where, why, and how questions about what is being read. <input type="checkbox"/> Identify characters, setting and important events. <input type="checkbox"/> Retell stories and events, using beginning, middle and end. <input type="checkbox"/> Identify the main idea or theme.
26. With prompting and support, use textual evidence to explain the central message or moral of a literary text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to discussion regarding the central message or moral of a literary text.
27. Make predictions using information found within a literary text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to discussion regarding predictions using information found in a literary text.
28. Self-monitor comprehension of text by pausing to summarize or rereading for clarification when comprehension is lacking.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to oral reading of a literary text with pauses or rereading for clarification when comprehension is lacking.
29. Compare and contrast texts. a. Compare and contrast characters, settings, and major events in literary texts. b. Describe the connections between individuals, events, ideas, or pieces of information in an informational text. c. Point out similarities and differences between two texts on the same topic.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to discussion or activity to compare and contrast literary texts. a.

	<input type="checkbox"/> Identify characteristics of characters, settings, and major events in a text. <input type="checkbox"/> Attend to a discussion or activity to compare and contrast characters, settings, and major events in literary texts. b. <input type="checkbox"/> Attend to discussion or activity to describe connections between individuals, events, ideas, or pieces of information in an informational text. c. <input type="checkbox"/> Attend to discussion or activity to point out similarities and differences between two texts on the same topic.
Writing	
30. Write legibly, using proper pencil grip. a. Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement. b. Print first and last names using proper letter formation, capitalization, and punctuation. <i>Examples: De'Andre McGill, Kim Mi-Sun, Juan de Jesus, Janie Parker</i> c. Use lower case letters in the majority of written work, using capitals only when appropriate. d. Write letters of the English alphabet in alphabetical order from memory.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Hold a pencil. <input type="checkbox"/> Write letters and numbers. a. <input type="checkbox"/> Identify the letters of the alphabet, upper and lowercase. <input type="checkbox"/> Print each letter of the alphabet. b. <input type="checkbox"/> Hold a pencil. <input type="checkbox"/> Identify first and last name. <input type="checkbox"/> Trace first and last name. c. <input type="checkbox"/> Write letters of the alphabet. <input type="checkbox"/> Recognize the letters of the alphabet in uppercase and lowercase. <input type="checkbox"/> Basic knowledge that capital letters are only used sometimes.

d.

- ☐ Say/recognize the letters of the alphabet in order.
- ☐ Write letters.

31. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

a. Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables.

Examples: /k/=k before i, e, or y as in kit; /k/= c before a, o, u, or any consonant as in cup, cat, cop; /k/= -ck after an accented short vowel as in duck, back, rock, pick, deck

b. Encode consonant-vowel (CV) words using knowledge of open syllable patterns.

Examples: he, me, she, go, no

c. Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation.

Examples: cl, bl, sl, tr, cr, sk, st, sl, sm, sn, sp, sw, dr, br, bl

Note: Many students spell the tr blend with digraph ch because of the confusion of the coarticulation of the /t/ and /r/ sounds. Many students spell the dr blend with the letter j because of the confusion of the coarticulation of the /d/ and /r/ sounds.

d. Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters.

Examples: sh, th, ch, wh, ng, ck

e. Encode words with vowel-consonant-e syllable patterns.

Examples: hike, spike, joke, dime, make

f. With prompting and support, encode words with the common vowel teams and diphthongs.

Examples: ee, ea, oa, ai, a, au, aw, oi, oy, ou, ow, oo, igh

g. With prompting and support, encode words with vowel-r combinations a r, or, er, ir, and u r.

h. With prompting and support, encode words with final /ch/ sound spelled - ch and - tch .

Examples: /ch/= ch after a consonant, vowel-r, or vowel team as in m unch, bunch, porch, smooch /ch/= tch after a short vowel sound as in hatch, crutch, ditch i.

i. With prompting and support, encode words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.

Examples: cliff, hill, pass

j. Encode words with final /v/ sound, using knowledge that no English word ends with a v.

Examples: have, give, save

k. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences.

Examples: am, at, can, he, we, be, in, it, came, like

l. Encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern.

Examples: said, are, to

m. Encode words with suffixes - s, -es, -ing, -ed, -er, and -est.

Examples: dogs, wishes, jumping, jumped, faster, fastest

n. With prompting and support, encode words with common prefixes re-, un-, and m is-.

o. With prompting and support, encode frequently confused homophones, using knowledge of English and meaning to facilitate learning.

Examples: hear/here; for/four; to/too/two.

Note: To is a preposition which begins a prepositional phrase or an infinitive. Too is an adverb meaning "excessively" or "also." Two is a number. Many other words in English which reflect the number two are spelled with t w: twin, twice, between, tweezers.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify letters and letters sounds. a. <input type="checkbox"/> Identify letters. <input type="checkbox"/> Identify position of vowels and consonants. b. <input type="checkbox"/> Identify consonants. <input type="checkbox"/> Identify vowels. <input type="checkbox"/> Pronounce letter sounds. c. <input type="checkbox"/> Identify consonant letters. <input type="checkbox"/> Pronounce letter sounds. <input type="checkbox"/> Connect the two-consonant sounds.

d.

- ☐ Identify consonants.
- ☐ Pronounce letter sounds.

e.

- ☐ Identify consonants.
- ☐ Identify vowels.
- ☐ Pronounce letter sounds for blending words.

f.

- ☐ Identify consonants.
- ☐ Identify vowel teams and diphthongs.
- ☐ Repeat words with common vowel teams and diphthongs.

g.

- ☐ Identify words with vowel -r combinations.
- ☐ Repeat words with vowel -r combinations ar, or, er, ir, and ur.

h.

- ☐ Identify and repeat words with final /ch/ sounds spelled -ch and -tch.

i.

- ☐ Identify and repeat words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant when it follows a short vowel sound.

j.

- ☐ Identify and repeat words with final /v/ sound.

k.

- ☐ Recognize grade appropriate high frequency words.
- ☐ Recognize phoneme-graphemes (e.g., -ck, /k/).

l.

- ☐ Recognize grade-appropriate high frequency words.
- ☐ Recognize phoneme-grapheme patterns.

m.

- ☐ Identify and repeat words with suffixes -s, -es, -ing, -ed, -er, and -est.

n.

- ☐ Identify and repeat words with common prefixes re-, un-, and mis-.

o.

	<input type="checkbox"/> Identify and repeat frequently confused homophones.
<p>32. Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <ol style="list-style-type: none"> Identify the required features of a sentence, including capitalization of the first word and end punctuation. Transcribe spoken words to demonstrate that print represents oral language. Compose a simple sentence, including a subject and a predicate, that expresses a complete thought. With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of the information it conveys. Write the correct number of words, with proper spacing, for a spoken phrase or sentence. Begin each sentence with a capital letter. Capitalize the pronoun I and names of individuals. Use commas in dates and words in a series. With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary. <p><i>Example: period for declarative sentences, question mark for interrogative sentences, exclamation mark for exclamatory sentences</i></p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify sentences as consisting of words. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequence of letters. <input type="checkbox"/> Understand that words are commonly separated by spaces. <input type="checkbox"/> Identify that the beginning of a sentence begins with a capital letter. <input type="checkbox"/> Recognize and name all uppercase letters of the alphabet. a. <input type="checkbox"/> Identify sentences as consisting of words. <input type="checkbox"/> Recognize capital letters. <input type="checkbox"/> Recognize the beginning and end of a sentence. <input type="checkbox"/> Recognize basic punctuation for sentences (period, exclamation mark, question mark). b. <input type="checkbox"/> Recognize print that has been transcribed.

	<input type="checkbox"/> Recognize print in the environment. c. <input type="checkbox"/> Identify a subject. <input type="checkbox"/> Identify a predicate. <input type="checkbox"/> Make a complete thought. d. <input type="checkbox"/> Identify common nouns. <input type="checkbox"/> Identify common verbs. <input type="checkbox"/> Identify common adjectives. e. <input type="checkbox"/> Be able to write words. <input type="checkbox"/> Identify the required number of words. <input type="checkbox"/> Make a space between words. f. <input type="checkbox"/> Identify capital letters at the beginning of a sentence. <input type="checkbox"/> Identify each capital letter of the alphabet. g. <input type="checkbox"/> Identify pronoun I and names of individuals. h. <input type="checkbox"/> Identify the current date. i. <input type="checkbox"/> Recognize name.
33. Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> State how they will participate (e.g., how they will participate). <input type="checkbox"/> State their role. <input type="checkbox"/> Recall knowledge from their own background. <input type="checkbox"/> Discuss shared research and writing projects. <input type="checkbox"/> Demonstrate interest in writing projects.
34. With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and sequence 3 major events.
35. With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify 3 major facts from a source.
36. With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Give an opinion or identify a picture that represents an opinion on a topic.
37. With prompting and support, write simple poems about a chosen subject.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to reading of poetry.
38. Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Be able to write letters, words, numbers. <input type="checkbox"/> Recognize the top and bottom of the page. <input type="checkbox"/> Identify the left-to-right direction. <input type="checkbox"/> Place a space between words.
39. Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write a complete sentence.
40. Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify words that describe ideas, thoughts, and feelings.
41. Organize a list of words into alphabetical order according to the first and (when necessary) second letters of the words.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize correct order of the letters of the alphabet. <input type="checkbox"/> Group words that begin with the same letter.
42. Participate in shared research and writing projects to answer a question or describe a topic. a. Recall information from experiences to contribute to shared research and writing projects. b. Gather information from provided sources.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With support, participate in shared research to answer a question. <input type="checkbox"/> Answer a simple "wh" question with choices. <input type="checkbox"/> Identify sources of information such as book, magazine, computer, iPad.
43. Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify digital tools such as iPad, computer, etc. <input type="checkbox"/> Use keyboard/keypad to enter words. <input type="checkbox"/> Identify icons for basic writing skills.

Grade 2

LITERACY FOUNDATIONS

Oral Language

1. Participate in conversations and discussions with groups and peers utilizing agreed-upon rules.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
- ☐ Use language to express on topic ideas in complete sentences.
- ☐ Listen with comprehension and follow multiple step directions.

2. Present information orally using complete sentences, appropriate volume, and clear pronunciation.
- a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
 - b. Use complex sentence structures when speaking.
 - c. Ask and answer questions to seek help, clarify meaning, or get information.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Combine 5-8 words together into sentences.
- ☐ Engage in storytelling and pretend play, using oral language.
- ☐ Ask and answer specific questions to understand and solve problems.
 - a.
 - ☐ Stay on topic when speaking.
 - ☐ Recite poems, rhymes, songs, and stories.
 - ☐ Relate an important life event or personal experience in a simple sequence.
 - ☐ Provide descriptions with careful attention to sensory detail.
 - ☐ Use visual aids such as pictures and objects to present oral information.
 - b.
 - ☐ Use descriptive words when speaking about people, places, things, and events.
 - ☐ Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.

	c. <input type="checkbox"/> Listen attentively and ask questions for clarification and understanding. <input type="checkbox"/> Give, restate, and follow simple two-step directions.
3. Demonstrate oral literacy skills by participating in a variety of oral language activities. <i>Examples: creating oral stories, participating in oral dramatic activities, reciting poems and stories</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recite poems, rhymes, songs, and stories. <input type="checkbox"/> Relate an important life event or personal experience in a simple sequence <input type="checkbox"/> Provide descriptions with careful attention to sensory detail.
4. Orally answer who, what, when, where, why, and how questions about a text or conversation, using complete sentences to provide key ideas and details.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Distinguishing between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Reproducing the long and short sounds of the five major vowels. <input type="checkbox"/> Knowing and using final -e and common vowel team conventions for representing long vowel sounds. <input type="checkbox"/> Decoding two-syllable words with short vowels. <input type="checkbox"/> Reading words with inflectional endings. <input type="checkbox"/> Recognizing and reading first grade irregularly spelled words.
5. Create recordings of stories or poems.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Listen to and understand oral communication. <input type="checkbox"/> Read stories aloud. <input type="checkbox"/> Understand how punctuation affects fluency.

6. Use visual aids and technology in oral presentations to present key ideas and details about a text or conversation and add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify thoughts, feelings, and ideas.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Participate in discussions about a text.
- ☐ Retell stories or share information from a text.
- ☐ Develop and answer questions about characters, major events, and pieces of information in a text.
- ☐ Describe the relationship between illustrations and the text.

7. Demonstrate standard English usage when speaking.

a. Use collective nouns.

b. Form and use frequently-occurring irregular plural nouns.

c. Use reflexive pronouns.

d. Form and use past tense forms of frequently-occurring irregular verbs.

e. Use adjectives and adverbs.

f. Produce and expand complete simple and compound sentences when speaking.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.
- ☐ Participate in conversations through multiple exchanges.
- ☐ Consider individual differences when communicating with others.
- ☐ Consider individual differences when communicating with others.
- ☐ Identify the speaker.
- a.
 - ☐ Sort common objects into categories of person, place, or thing.
 - ☐ Understand a group is more than one.
 - ☐ Able to name what they can see around them.
- b.
 - ☐ Understand plural means more than one.
 - ☐ Understand that most nouns end with 's'.

	c. <input type="checkbox"/> Identify pronouns. d. <input type="checkbox"/> Identify verbs in sentences. <input type="checkbox"/> Can act out the verbs in sentences. <input type="checkbox"/> Understand past tense. e. <input type="checkbox"/> Describe size, amount, color, and shape of nouns. <input type="checkbox"/> Identify senses. f. <input type="checkbox"/> Participate in collaborative conversations with diverse peers and adults in both small and large groups and during play. <input type="checkbox"/> Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. <input type="checkbox"/> Describe familiar people, places, things, and events. <input type="checkbox"/> Express thoughts, feelings, and ideas.
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Phonological Awareness/Phonemic Awareness

8. Apply knowledge of voiced and unvoiced sounds and manner of articulation to distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds.

Examples: /f/ and /v/, /p/ and /b/, /k/ and /g/, /t/ and /d/, /ch/ and /sh/, /ě/ and /ĩ/, /ě/, and /ǎ/

Note: This is extremely important as a foundational phonemic awareness skill for all learners.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand voiced and unvoiced sounds. <input type="checkbox"/> Voiced and unvoiced sounds with familiar words.

9. Demonstrate advanced phonemic awareness skills in spoken words.

a. Add, delete, and substitute phonemes at the beginning, end, or middle of a spoken word made up of up to six phonemes and produce the resulting word.

Examples: Addition - Say bell. Now say bell, but add /t/ to the end of bell. (belt)

Addition - Say block. Now say block, but add /t/ to the end of block. (blocked)

Deletion - Say fin. Now say fin, but don't say /f/. (in)

Deletion - Say range. Now say range, but don't say /j/. (rain)

Substitution - Says trap. Now say strap, but change /a/ to /i/. (strip)

Substitution - Say bleed. Now say bleed, but change the /ē/ to /ā/. (blade)

b. Delete the initial sound in an initial blend in a one-syllable base word.

Example: Say prank. Now say prank, but don't say /p/. (rank)

c. With prompting and support, delete the medial and final sounds in blends in one syllable base words.

Examples: Says nail. Now say snail, but don't say /n/. (sail)

Say wind. Now say wind, but don't say /d/. (win)

d. Apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution, and resequencing of sounds from one word to the next.

Examples: bit, bet, bat; sat, sit; pit, pat

e. With prompting and support, reverse sounds within a word by saying the last sound first and the first sound last.

Examples: fine, knife; cat, tack; park, carp

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify unknown words in sentences or phrases. <input type="checkbox"/> Fluently read and comprehend complex sentences. <input type="checkbox"/> Read and comprehend a complex sentence with the use of a picture. <input type="checkbox"/> Read and understand below and on-grade level vocabulary words. <input type="checkbox"/> Use reference materials to locate information. <input type="checkbox"/> Apply alphabetical order. a. <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

	<p>b.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Isolate and pronounce the initial sounds (phonemes). <p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Isolate and pronounce the medial vowel sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words. <p>d.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
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Phonics

<p>10. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.</p> <p>a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and schwa syllables.</p> <p>b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.</p> <p><i>Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, li-on</i></p> <p>c. Decode and encode words with three-consonant blends and blends containing digraphs.</p>	
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d. Decode and encode words with consonant digraphs, trigraphs, and combinations.

Examples: qu, sh, ch, th, ph, wh, tch, dge

e. Decode and encode words with variable vowel teams and vowel diphthongs.

Examples: oi, oy; ou, ow; au, aw; oo, ew, ue; ee, ea; igh, ie; ai, ay

f. Decode and encode words with vowel-r combinations.

Examples: ar, air, are, ear, eer, er, ere, eir, ir, or, oar, ore, our, ur

g. Decode and encode words that follow the -ild, -ost, -old, -olt, and -ind patterns.

Examples: wild, most, cold, colt, mind

h. Decode and encode words with a after w read /ä/ and a before l read /â/.

Examples: wash, water, wasp; tall, all, talk, small, fall

i. Decode and encode words with or after w read /er/.

Examples: world, word, worm, worst, work

j. Decode and encode words with the hard and soft sounds of c and g, in context and in isolation.

Examples: c=/k/ before a, o, u, or any consonant and c=/s/ before i, e, or y g=/g/ before a, o, u, or any consonant and g=/j/ before i, e, or y

k. Decode and encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

l. Decode words with silent letter combinations.

Examples: kn, mb, gh

m. Decode and encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

Examples: pro-, trans-, non-, mid-; -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

n. Decode and encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa), from- (o is schwa)

what - (a is schwa or short o depending on dialect)

o. Decode and encode contractions with am, is, has, not, have, would, and will.

Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

Learning Objectives

Prior Knowledge

☐ Coming soon!

- ☐ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- ☐ Reproduce the long and short sounds of the five major vowels.
- ☐ Know and use final -e and common vowel team conventions for representing long vowel sounds.
- ☐ Decode two-syllable words with short vowels.
- ☐ Read words with inflectional endings.
- ☐ Recognize and read first grade irregularly spelled words.
- a.
 - ☐ Read common high-frequency words by sight.
 - ☐ Separate syllables within multisyllabic words.
- b.
 - ☐ Count, pronounce, blend, and segment syllables in spoken words.
 - ☐ Blend and segment onsets and rimes of single-syllable spoken words.
- c.
 - ☐ Distinguish long from short vowel sounds in spoken single-syllable words.
 - ☐ Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - ☐ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - ☐ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- d.
 - ☐ Know the spelling-sound correspondences for common consonant digraphs.
 - ☐ Decode regularly spelled one-syllable words.
 - ☐ Know final -e and common vowel team conventions for representing long vowel sounds.
 - ☐ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Decode two-syllable words following basic patterns by breaking the words into syllables. <p>e.</p> <ul style="list-style-type: none"><input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one-syllable words.<input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams.<input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels.<input type="checkbox"/> Decode words with common prefixes and suffixes. <p>f.</p> <ul style="list-style-type: none"><input type="checkbox"/> Orally produce words that rhyme with an audible guide word. by changing the initial phoneme (sip-ship, heart-part).<input type="checkbox"/> Count phonemes in one-syllable words.<input type="checkbox"/> Blend separately spoken phonemes to make one-syllable words.<input type="checkbox"/> Segment words by producing each phoneme.<input type="checkbox"/> Determine whether the medial vowel sound is the same or different in a set of one-syllable words.<input type="checkbox"/> Sort picture cards by beginning, initial, medial, and final ending phonemes.<input type="checkbox"/> Remove a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow).<input type="checkbox"/> Add a phoneme from an orally presented word or rime to make a new word (e. g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map).<input type="checkbox"/> Change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit).<input type="checkbox"/> Apply knowledge of letter sounds in single-syllable words by recognizing initial, medial, and final phonemes.<input type="checkbox"/> Segmenting the phonemes in a word into their complete sequence of individual phonemes (e.g., top: /t/-/o/-/p/, jump: /j/-/u/-/m/-/p/); and blending phonemes to decode or spell a word.<input type="checkbox"/> Accurately decode unfamiliar, orthographically regular, single-syllable words and nonsense words (e.g., sit, zot), using letter-sound mappings to sound them out. <p>g.</p> <ul style="list-style-type: none"><input type="checkbox"/> Differentiate between vowels and consonants. |
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	<ul style="list-style-type: none"> <input type="checkbox"/> Apply knowledge of word patterns to decode unfamiliar words by recognizing word patterns (e.g., CVC) using onsets and rimes to create, read, and spell new words that include blends (e.g., the l and r blends; and digraphs, including ch, sh, th, and wh). <input type="checkbox"/> Use the consonant-vowel patterns CVC (e.g., pin), VC (e.g., in), and CVCC (e.g., wind), to decode and spell single-syllable words with a short vowel sound. <input type="checkbox"/> Use the consonant-vowel patterns CVVC and CVCE to decode and spell some single-syllable words with a long vowel sound. <input type="checkbox"/> Use knowledge that every syllable has a vowel sound to help determine if a word has one or two syllables. <input type="checkbox"/> Read and spell simple two-syllable compound words following basic patterns by segmenting the words into syllables. <input type="checkbox"/> Differentiate between vowels and consonants. <input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Read and spell simple two-syllable compound words. <input type="checkbox"/> Read and spell commonly used sight words. <p>h.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between vowels and consonants. <input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Read and spell simple two-syllable compound words. <input type="checkbox"/> Read and spell commonly used sight words. <p>i.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiate between vowels and consonants. <input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Read and spell simple two-syllable compound words. <input type="checkbox"/> Read and spell commonly used sight words. <p>j.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <input type="checkbox"/> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <input type="checkbox"/> Understand that the “hard” sounds of “c” and “g” occur most often.
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- ☐ Understand that the soft sounds of "c" and "g" when the letter "c" is followed by the letters i, e or y, the "c" makes the /s/ sound just like in the words "city", "cent" and "icy" and the "g" is followed by an i, e or y it makes the /j/ sound as in "gem", "gist" or "gym".

k.

- ☐ Use the context of a sentence to apply knowledge of homophones (e.g., such as pair and pear).
- ☐ Identify and recognize meanings of common prefixes and suffixes (e.g., un-, re-, mis-, dis-, -y, -ly, -er, -ed, -ing, -est, -ful, -less, -able).
- ☐ Use common prefixes and suffixes to decode words.
- ☐ Determine the meaning of words when a known prefix and/or suffix is added to a known root word (e.g., tie/untie, fold/unfold, write/rewrite, call/recall).
- ☐ Supply synonyms and antonyms for a given word.

l.

- ☐ Know the spelling-sound correspondences for common consonant digraphs.
- ☐ Decode regularly spelled one-syllable words.
- ☐ Sound out the word with common silent letters, before blending.
- ☐ Self-correct if he/she initially says the sound of the silent letter, where student may need a reminder from the teacher or help from a sound/spelling card.
- ☐ Decode regularly spelled one-syllable words with common silent letters (wr, kn, lk, gh, mb).

m.

- ☐ Demonstrate basic knowledge of one-to-one letter.
- ☐ Sound correspondences for each consonant.
- ☐ Demonstrate basic knowledge of long and short sounds for the given major vowels.
- ☐ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- ☐ Read common high-frequency words by sight.
- ☐ Use the most frequently occurring inflections and affixes.
- ☐ Know final -e common vowel team conventions for representing long vowel sounds.

	<input type="checkbox"/> Read words with inflectional endings. n. <input type="checkbox"/> Follow words from left to right, top to bottom, and page-by-page. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <input type="checkbox"/> Understand that words are separated by spaces in print. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel, and final sounds. <input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Read common high-frequency words by sight. o. <input type="checkbox"/> Read am, is, has, not, have, would, and will. <input type="checkbox"/> Understand that contractions are combining of two words. <input type="checkbox"/> Understand placement of apostrophe. <input type="checkbox"/> Understand that the apostrophe is used as a place holder for missing letters when combining the two words.
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Fluency

11. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension on a First-Grade level. <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension with emergent-reader text.

12. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read phrases and simple sentences with sufficient accuracy and fluency.

	<input type="checkbox"/> Read high-frequency words with sufficient accuracy and fluency.
13. Read grade-appropriate poetry, noticing phrasing, rhythm, and rhyme.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Actively engage in group reading activities with purpose and understanding. <input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text. <input type="checkbox"/> Recognize and produce rhyming words. <input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words. <input type="checkbox"/> Blend and segment onsets and rimes of single syllable spoken words.
14. Read high-frequency words commonly found in grade-appropriate text. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder for fluency practice. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read CVC words with sufficient accuracy and fluency. <input type="checkbox"/> Identify sound-letter correspondence with automaticity.
Vocabulary	
15. Utilize new academic, content-specific, grade-level vocabulary, making connections to previously learned words and relating new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read CVC words with sufficient accuracy and fluency. <input type="checkbox"/> Identify sound-letter correspondence with automaticity.

	<p>a.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow words from left to right, top to bottom, and page-by-page. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <input type="checkbox"/> Understand that words are separated by spaces in print. <input type="checkbox"/> Recognize and name all upper and lowercase letters of the alphabet. <input type="checkbox"/> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words. <input type="checkbox"/> Read common high-frequency words by sight.
<p>16. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words.</p> <p>a. Use knowledge of antonyms and synonyms.</p> <p>b. Distinguish shades of meaning among verbs and adjectives.</p> <p style="padding-left: 40px;"><i>Examples: Act out jog, gallop, and sprint to distinguish shades of meaning in words related to run.</i></p> <p style="padding-left: 80px;"><i>pretty, beautiful, gorgeous; tiny, small, petite</i></p> <p>c. Use knowledge of homophones to determine use of the correct word.</p> <p>d. With prompting and support, interpret figurative language.</p>	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Coming soon! 	<ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). <input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text. <input type="checkbox"/> Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). <input type="checkbox"/> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <input type="checkbox"/> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

	<input type="checkbox"/> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). a. <input type="checkbox"/> Supply synonyms and antonyms for a given word. <input type="checkbox"/> Use knowledge of antonyms when reading (e.g., hot/cold, fast/slow, first/last). <input type="checkbox"/> Use knowledge of synonyms when reading. <input type="checkbox"/> Use a thesaurus to expand synonym knowledge. b. <input type="checkbox"/> Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. c. <input type="checkbox"/> Understand homophones and the concept of multiple word meanings. d. <input type="checkbox"/> Use illustrations and details in a story to describe its characters, setting, or events. <input type="checkbox"/> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Distinguish the literal and non-literal meanings of words and phrases in context.
17. Analyze meaningful parts of words and phrases in discussions and/or text. a. Identify possessives and plurals and use them as clues to the meaning of text. <i>Example: girl's dress; boys' game; cats, cat's, cats'; houses, house's shutters</i> b. Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unknown words, including base words, compound words, and frequently occurring affixes and inflections. <i>Examples: -less, -ful, -est</i> <i>Note: Adding suffix - est changes an adjective to a superlative adjective; adding suffix -ful changes the part of speech.</i>	
Learning Objectives	Prior Knowledge

<input type="checkbox"/> Coming soon!	<input type="checkbox"/> 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 (e.g., happy/unhappy, tell/retell). <input type="checkbox"/> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <input type="checkbox"/> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. a. <input type="checkbox"/> Use sentence-level context as a clue to the meaning of a word or phrase. <input type="checkbox"/> Determine the meaning of the new word formed when a known suffix is added to a known word. <input type="checkbox"/> Use a known root word as a clue to the meaning of an unknown word with the same root. <input type="checkbox"/> Form regular plural nouns orally by adding /s/ or /es/ when speaking. <input type="checkbox"/> Use frequently occurring nouns and verbs. b. <input type="checkbox"/> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <input type="checkbox"/> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
18. Use dictionary definitions and information found within the text to help determine meaning of unfamiliar or multi-meaning words.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). <input type="checkbox"/> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

	<input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <input type="checkbox"/> Know and use various text features (e.g., captions, bold print, subheadings, guide words, indexes, electronic menus, icons) to locate unknown word.
19. Identify new vocabulary and the use of word meanings in text to establish real-life connections.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail. <input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly. <input type="checkbox"/> Identify real-life connections between words and their use (e.g., note places at school that are colorful).
20. Use grade-level academic and domain-specific vocabulary to gain meaning from text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Read on-level text with purpose and understanding. <input type="checkbox"/> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <input type="checkbox"/> Read grade-appropriate irregularly spelled word.
21. Use grade-level academic and domain-specific vocabulary in writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Read on-level text with purpose and understanding.

	<input type="checkbox"/> Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. <input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <input type="checkbox"/> Read grade-appropriate irregularly spelled word. <input type="checkbox"/> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Comprehension	
22. Use content knowledge built during read-alouds and independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults in small and larger groups. <input type="checkbox"/> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <input type="checkbox"/> Continue a conversation through multiple exchanges. <input type="checkbox"/> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. <input type="checkbox"/> Ask and answer questions to seek help, get information, or clarify something that is not understood.
23. Identify the main story elements in a literary text. a. Explain the plot of a narrative, using textual evidence to list the major events in sequence. b. Describe the characters' traits, feelings, and behaviors in a story. c. Describe the setting of a narrative, using textual evidence. d. Identify the central message or moral of a story. e. Identify the theme in myths, fables, and folktales.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the plot of a text. <input type="checkbox"/> Sequence the events in a story.

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| | <ul style="list-style-type: none"><input type="checkbox"/> Use illustrations and details in a story to describe its characters, setting, or events.<input type="checkbox"/> The student exhibits major errors or omissions regarding the more complex ideas and processes.a.<ul style="list-style-type: none"><input type="checkbox"/> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.<input type="checkbox"/> Ask and answer questions to seek help, get information, or clarify something that is not understood.<input type="checkbox"/> Ask and answer questions about key details in a text.<input type="checkbox"/> Retell stories, including key details, and demonstrate understanding of their central message or lesson.<input type="checkbox"/> Describe characters, settings, and major events in a story, using key details.b.<ul style="list-style-type: none"><input type="checkbox"/> Identify words and phrases in stories that suggest feelings or appeal to the senses.<input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional details<input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly.<input type="checkbox"/> Use illustrations and details in a story to describe its characters, setting, or events.<input type="checkbox"/> Compare and contrast the adventures and experiences of characters in stories.c.<ul style="list-style-type: none"><input type="checkbox"/> Identify words and phrases in stories that appeal to the senses.<input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail.<input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly.<input type="checkbox"/> Use illustrations and details in a story to describe its setting.<input type="checkbox"/> Compare and contrast the changes in the settings. |
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	<p>d.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text. <input type="checkbox"/> With prompting and support, retell familiar stories, including key details. <input type="checkbox"/> With prompting and support, identify characters, settings, and major events in a story. <input type="checkbox"/> With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). <p>e.</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text. <input type="checkbox"/> With prompting and support, retell familiar stories, including key details. <input type="checkbox"/> With prompting and support, identify characters, settings, and major events in a story. <input type="checkbox"/> With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). <input type="checkbox"/> Understand the characteristics of myth, fable, and folktale.
<p>24. Identify the main idea and supporting details of literary and informational texts.</p> <p>a. Explain how the supporting details contribute to the main idea.</p> <p>b. Recount or summarize key ideas from the text.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> With prompting and support, identify the big idea from the story, describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> Describe the connections between real-life people, objects, and actions in pictures. <p>a.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

	<input type="checkbox"/> Ask and answer questions to seek help, get information, or clarify something that is not understood. b. <input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. <input type="checkbox"/> Add drawings or other visual displays to descriptions as desired to provide additional detail. <input type="checkbox"/> speak audibly and express thoughts, feelings, and ideas clearly. <input type="checkbox"/> Use graphic organizers.
25. Identify and use various text features to locate ideas, facts, or supporting details in both written and digital formats. a. Identify and locate captions, bold print, subheadings, indexes, graphs, maps, glossaries, and illustrations. b. Explain how specific features can clarify a text or enhance comprehension.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Know and use various text features (e.g., headings, tables of content, <input type="checkbox"/> Glossaries, electronic menus, icons) to locate key facts or information in a text. <input type="checkbox"/> Understand that a change in print (e.g., bold, italicized, color) signifies important facts. a. <input type="checkbox"/> Identify all upper and lowercase letters of the alphabet. <input type="checkbox"/> Recognize that print (bold, color) conveys specific meaning and pictures/graphs/maps may support meaning. b. <input type="checkbox"/> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <input type="checkbox"/> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <input type="checkbox"/> Use the illustrations and details in a text to describe its key ideas.

26. Compare and contrast important details presented by two texts on the same topic or theme.

- a. Compare and contrast different versions of the same story by different authors, from different cultures, or from different points of view.

Examples: The Three Little Pigs and The True Story of the Three Little Pigs; Cinderella and The Rough-Face Girl

- b. Compare and contrast story elements of literary texts.

Examples: characters, settings, sequence of events, plots

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). a. <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same story (e.g., in illustrations, descriptions, or procedures). b. <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the different topic (e.g., in illustrations, descriptions, or procedures).
27. Identify the text structures within literary and informational texts, including cause and effect, problem and solution, and sequence of events.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Describe the beginning, middle, and end of a story. <input type="checkbox"/> Identify the beginning, middle, and end of a story. <input type="checkbox"/> Sequence events.
28. Establish a purpose before reading literary and informational texts to enhance comprehension. <i>Examples: for pleasure, to identify main idea, to gather information or facts on a topic</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use the illustrations and details in a text to describe its key ideas. <input type="checkbox"/> Use and interpret illustrations to gain meaning.

	<input type="checkbox"/> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
29. With prompting and support, identify and interpret various cohesive devices that help link words and sentences to one another within the text as a scaffold to help build comprehension at the sentence and paragraph level. <i>Examples: pronoun references, word substitution using synonyms, conjunctions</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Determine if an author's purpose is for leisure or information gathering in a literary or informational text. <input type="checkbox"/> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <input type="checkbox"/> With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text). <input type="checkbox"/> Identify transitional words. <input type="checkbox"/> Identify conjunctions.
30. Read and comprehend literary and informational texts. a. State and confirm predictions about a text. b. Use background knowledge to make connections to new text. c. Draw conclusions based on the text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the main topic and retell key details of a text. <input type="checkbox"/> With prompting and support, identify the main topic and retell key details of a text. <input type="checkbox"/> Describe a picture showing the main topic and key details of a text. a. <input type="checkbox"/> Provide descriptions with careful attention to sensory detail. <input type="checkbox"/> Use visual aids to determine key details. <input type="checkbox"/> Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where questions. b. <input type="checkbox"/> Relate an important life event or personal experience in a simple sentence.

	<input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. c. <input type="checkbox"/> Use if/then statements to describe conclusion. <input type="checkbox"/> Relate conclusions to personal life.
31. Use information from a text to determine the author’s purpose in different forms of informational and literary texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support, identify the reasons an author gives to support points in a text. <input type="checkbox"/> Explain major difference between texts that tell stories and texts that give information. <input type="checkbox"/> Explain sequencing of the story.
32. Identify rhyme schemes in poems or songs.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize and produce rhyming words. <input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words. <input type="checkbox"/> Blend and segment onsets and rimes of single-syllable spoken words.
33. Read and identify types of poems, including free verse, rhymed verse, haiku, and limerick.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use word patterns to decode and encode unfamiliar words. <input type="checkbox"/> Orally produce words that rhyme. <input type="checkbox"/> Recognize rhyming pattern.
34. Differentiate between fact and opinion in a text. a. Use prior knowledge and information gathered from research to evaluate opinions in texts. b. Use textual evidence and gathered research from reliable sources to prove facts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize fact is a statement that can be proven true or false and an opinion is an expression of a person's feelings that cannot be proven.

	<input type="checkbox"/> Opinions can be based on facts or emotions and sometimes they are meant to deliberately mislead others. a. <input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. b. <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text. <input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <input type="checkbox"/> Actively engage in group reading of informational text with purpose and understanding. <input type="checkbox"/> With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
35. Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Can express themselves about familiar topics or those related to their daily lives. supply some facts about the topic and provide some sense of closure. <input type="checkbox"/> Conclude thoughts. <input type="checkbox"/> Differentiate between fact and opinion.
36. Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Produce complete sentences when appropriate to task and situation. <input type="checkbox"/> Use frequently occurring conjunctions when speaking. <input type="checkbox"/> Produce and expand complete simple and compound sentences in response to questions and prompts. <input type="checkbox"/> Use words and phrases acquired through conversations, reading, and being

- ☐ Read to, and responding to texts, including using frequently occurring conjunctions to single simple relationships.
- ☐ Able to recognize conjunctions in a sentence.

Writing

37. Write legibly.
- a. Write words and sentences fluently using correctly-formed manuscript letters with appropriate size and spacing.
 - b. Demonstrate cursive writing strokes, including undercurve, overcurve, downcurve, and slant.
 - c. Form uppercase and lowercase letters in cursive.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Capitalize dates and names of people.
- ☐ Use proper nouns when writing.
- ☐ Identify holidays, product names, and geographic names.
- ☐ Identify friendly letter parts and related punctuation marks.
- ☐ Demonstrate the appropriate use of commas.
- a.
 - ☐ Print letters and letter-like forms with assistance on developmentally appropriate media.
 - ☐ Create scribble writing using loops or lines and circles that are distinct from pictures.
 - ☐ Create vertical lines on large paper by pulling from top to bottom.
 - ☐ Identify and print two or more recognizable uppercase letters with assistance.
 - ☐ Color inside bold lines consistently.
 - ☐ Place scribble writing and letter-like forms on a line on large paper.
 - ☐ Hold writing instrument with a three-fingered grip.
 - ☐ Form letter-like shapes in groups with short and long patterns.
 - ☐ Print most letters of own name from left to right with assistance.
 - ☐ Identify and print letters with assistance on grade-level appropriate lined paper.
 - ☐ Form lines and letters following the organization of print (left to right, top to bottom).

- ☐ Identify and print with assistance most uppercase and lowercase letters.
 - ☐ Begin short letters at the midpoint dotted line and end them on the lower line/baseline.
 - ☐ Begin tall letters at the top line and end them on the lower line/baseline.
 - ☐ With assistance, produce printed letters, words, and sentences with proper proportion, size, and spacing on grade-level appropriate paper.
 - ☐ Control size of uppercase letters between top and bottom lines.
 - ☐ Begin to print letters with proper proportions of ascenders and descenders (e. g., descenders should approach lower dotted line, ascenders)
 - ☐ Should approach top line, midpoints should align with midpoint dotted line).
 - ☐ With assistance, print whole words with correct spacing between letters (e.g., letters should not touch or “crash” into each other).
 - ☐ With assistance, print sentences with correct spacing between words (e.g., spaces between words should be the size of an individual letter) and between sentences (e.g., spaces between sentences should be the size of two letters).
- b.
- ☐ Use wavy scribble and loops to imitate cursive writing.
 - ☐ Understand that cursive writing is different from manuscript.
 - ☐ Produce words, sentences, and paragraphs with proper proportion, size, and spacing on lined paper using manuscript writing.
- c.
- ☐ Identify and create four basic cursive lines (undercurve, downcurve, overcurve, slant).
 - ☐ Form individual uppercase and lowercase cursive letters and numerals with acceptable legibility.
 - ☐ Write letters in cursive using consistent slant.
 - ☐ Form joinings to connect letters, maintaining proportion of letters to joinings.
 - ☐ Form cursive words using correct spacing between letters and proportional letter sizes.

- | | |
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|--|--|
38. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division principles, and spelling rules (or generalizations) to encode words accurately.
- a. Encode grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel-consonant-e, vowel teams, vowel-r, and consonant-le.
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to encode grade-appropriate words correctly.
Examples: VC/CV, V/CV, VC/V, CV/VC; rab-bit, o-pen, cab-in, di-et
 - c. Encode words with final /v/ and /j/ sounds using knowledge that no English word ends with a v or j.
Examples: have, give, save; cage, rage, budge, lodge
 - d. Encode one- and two-syllable words with long and short vowel patterns.
 - e. Encode words with two- and three-consonant blends, including those containing digraphs.
Examples: st, sm, sn, sl, cl, dr, br, bl, str, scr, thr, squ, spl, spr
 - f. Encode words with consonant digraphs, trigraphs, and combinations.
Examples: ph, gh, ch, sh, wh, th, ng, tch, dge, qu
 - g. Encode words with the common vowel teams, including diphthongs.
Examples: ai, ay, ea, ee, ei, igh, oa, ow, ou, ue, ew, eigh
 - h. Encode words with vowel-r combinations.
Examples: a r, or, ir, er, ur, air, ear, oar
 - i. Encode words that follow the - ild, -ost, -old, -olt, and - ind patterns.
Examples: wild, cold, most, colt, mind
 - j. Encode words with a after w read /ä/ and a before l read /â/.
Examples: wash, water, wasp; tall, all, talk, small, fall
 - k. Encode words with or after w read /er/.
Examples: world, word, worm, worst, work
 - l. Encode words with hard and soft c and g.
Examples: carry, cent; game, giraffe

m. Encode words with vowel y in the final position of one and two syllable words, distinguishing the difference between the long /ī/ sound in one-syllable words and the long /ē/ sound in two-syllable words, and words with vowel y in medial position, producing the short /ĭ/ sound for these words.

Examples: fly, my; baby, happy; myth, gym

n. Encode words with prefixes and suffixes, including words with dropped e and y-to-i changes for suffix addition.

Examples: pro-, trans-, non-, mid-, -ful, -less, -ness, -ed, ing, -es, -er, -est, -en, -y, -ly

o. Encode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences, including those that contain only one irregularity.

Examples: decodable - number, way, my, than, word decodable except for one irregularity - other (o is schwa); from- (o is schwa); what- (a is schwa or short o depending on dialect)

p. Encode contractions with a m, is, has, not, have, would, and will, using apostrophes appropriately.

Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll

q. Encode frequently confused homophones accurately, using knowledge of English orthography and meaning to facilitate learning.

Examples: their/they're/there; eight/ate; cent/scent/sent

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Use pictures to demonstrate the basic knowledge of phoneme-grapheme correspondence.<input type="checkbox"/> State definitions of common prefixes.<input type="checkbox"/> Use pictures to compare words with multisyllabic words.<input type="checkbox"/> Locate the syllable division principles.<input type="checkbox"/> Use pictures to infer meaning of multi-syllabic words.<input type="checkbox"/> Use pictures to form word construction.a.<ul style="list-style-type: none"><input type="checkbox"/> Decode two-syllable words with short vowels.<input type="checkbox"/> Separate syllables within multisyllabic words.<input type="checkbox"/> Read common high-frequency words by sight.<input type="checkbox"/> Reproduce the long and short sounds of the five major vowels.<input type="checkbox"/> Know and use final -e and common vowel team conventions for representing long vowel sounds.

b.

- ☐ Count, pronounce, blend, and segment syllables in spoken word.
- ☐ Blend and segment onsets and rimes of single-syllable spoken words.

c.

- ☐ Distinguish long from short vowel sounds in spoken single-syllable words.
- ☐ Differentiate between vowels and consonants.
- ☐ Use word patterns to decode and encode unfamiliar words.
- ☐ Read and spell words with final /v/ and /j/ sounds.

d.

- ☐ Differentiate between vowels and consonants. Distinguish between the long and short sounds of the five major vowels. Know and use final -e and common vowel conventions for representing long vowel sounds.

e.

- ☐ Distinguish long and short vowel sounds. Orally produce single-syllable words by blending sounds. Isolate and pronounce initial, medial vowel, and final sounds. Segment spoken single-syllable words into their complete sequence of individual sounds.

f.

- ☐ Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know that final -e and common vowel team conventions for representing long vowel sounds.

g.

- ☐ Distinguish long and short vowel sounds. Orally produce single-syllable words by blending sounds. Isolate and pronounce initial, medial vowel, and final sounds. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes.

h.

- ☐ Blend separately spoken phoneme to make one-syllable words. Determine whether the medial vowel sound is the same or different in a set of one syllable words. Sort picture cards by beginning medial, and final ending phonemes. Use the CVVC and CVCE to decode and spell some single syllable words with short and long vowel sounds.

i.

- ☐ Differentiate between vowels and consonants.
- ☐ Use word patterns to decode and encode unfamiliar words.
- ☐ Read and spell simple two-syllable compound words.
- ☐ Read and spell commonly used sight words.

j.

- ☐ Differentiate between vowels and consonants.
- ☐ Use word patterns to decode and encode unfamiliar words.
- ☐ Read and spell simple two-syllable compound words.
- ☐ Read and spell commonly used sight words.

k.

- ☐ Differentiate between vowels and consonants.
- ☐ Use word patterns to decode and encode unfamiliar words.
- ☐ Read and spell simple two-syllable compound words.
- ☐ Read and spell commonly used sight words.

l.

- ☐ Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- ☐ Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- ☐ Understand that the “hard” sounds of “c” and “g” occur most often.
- ☐ Understand that the soft sounds of “c” and “g” when the letter “c” is followed by the letters i, e or y, the “c” makes the /s/ sound just like in the word’s “city”, “cent” and “icy” and the “g” is followed by an i, e or y it makes the /j/ sound as in “gem”, “gist” or “gym”.

m.

- ☐ Know the spelling-sound correspondences for common consonant digraphs.
- ☐ Decode regularly spelled one-syllable words.
- ☐ Know final -e and common vowel team conventions for representing long vowel sounds.
- ☐ Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- ☐ Decode two-syllable words following basic patterns by breaking the words into syllables.
- n.
 - ☐ Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant.
 - ☐ Demonstrate basic knowledge of long and short sounds for the given major vowels.
 - ☐ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
 - ☐ Read common high-frequency words by sight.
 - ☐ Use the most frequently occurring inflections and affixes.
 - ☐ Know final -e and common vowel team conventions for representing long vowel sounds. Read words with inflectional endings.
- o.
 - ☐ Follow words from left to right, top to bottom, and page-by-page.
 - ☐ Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print' -isolate and pronounce the initial, medial vowel, and final sounds (phonemes)
 - ☐ In three-phoneme (consonant-vowel-consonant, or CVC) words.
 - ☐ Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant.
 - ☐ Demonstrate basic knowledge of long and short sounds for the given major vowels.
 - ☐ Read common high-frequency words by sight.
- p.
 - ☐ Read am, is, has, not, have, would, and will.
 - ☐ Understand that contractions are combining two words.
 - ☐ Understand placement of apostrophes.
 - ☐ Understand that the apostrophe is used as a place holder for missing letters when combining the two words.
- q.

	<input type="checkbox"/> Demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant. <input type="checkbox"/> Demonstrate basic knowledge of long and short sounds for the given major vowels. <input type="checkbox"/> Distinguish between similarly spelled words by identifying the sounds of the letters that differ. <input type="checkbox"/> Understand homophones are pronounced the same but has different meanings.
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39. Organize a list of words into alphabetical order according to first, second, and third letters.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Follow words from left to right, top to bottom, and page-by-page. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <input type="checkbox"/> Understand that words are separated by spaces in print. <input type="checkbox"/> Recognize and name all upper- and lowercase letters of the alphabet. <input type="checkbox"/> Understand the order of the alphabet.

40. Write a personal or fictional narrative using a logical sequence of events, including details to describe actions, thoughts, and feelings and providing a sense of closure.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand the difference between fiction and non-fiction. <input type="checkbox"/> Sequence events using first, second, next, etc. <input type="checkbox"/> Express feelings orally. <input type="checkbox"/> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, talk about the events in the order in which they occurred, and provide a reaction to what happened.

41. Write informative or explanatory texts, introducing the topic, providing facts and relevant details to develop points, and providing a conclusion.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand that informative writing explains. <input type="checkbox"/> Understand that informative writing is based on facts.

	<input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose <input type="checkbox"/> Informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
42. Write an opinion piece about a topic or text with details to support the opinion, using transitional words and providing a sense of closure.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand the difference between fact and opinion. <input type="checkbox"/> With prompting and support, identify the reasons an author gives to support points in a text. <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.
43. Write complete sentences demonstrating knowledge of punctuation conventions. a. Utilize commas with words in a series in a sentence. b. Use apostrophes to form contractions and possessives. <i>Examples: contractions with a m, is, has, not (I’m, she’s, don’t)</i> c. Use punctuation to set off interjections. d. Expand sentences using frequently-occurring conjunctions. <i>Examples: because, so, but</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories, using punctuation in writing. a. <input type="checkbox"/> Understand that commas are placed between words on the bottom of line. <input type="checkbox"/> Understand commas are used to separate words. <input type="checkbox"/> Use commas in dates and to separate single words in a series. b. <input type="checkbox"/> Use common, proper, and possessive nouns.

	<ul style="list-style-type: none"> <input type="checkbox"/> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <input type="checkbox"/> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). <input type="checkbox"/> Understand contractions combine two words together. <input type="checkbox"/> Understand an apostrophe is used in place of missing letter when two words are combined. <input type="checkbox"/> Understand that possessives mean ownership. <p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalize the first word in a sentence and the pronoun I. <input type="checkbox"/> Recognize and name end punctuation. <input type="checkbox"/> Use commas in dates and to separate single words in a series. <input type="checkbox"/> Use commas in greetings and closings of letters. <input type="checkbox"/> Identify interjections in a sentence. <p>d.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce complete sentences when appropriate to task and situation. <input type="checkbox"/> Use frequently occurring conjunctions (e.g., and, but, or, so, because) when speaking. <input type="checkbox"/> Produce and expand complete simple and compound sentences in response to questions and prompts. <input type="checkbox"/> 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.
44. With prompting and support, compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Change word choice and sentence structure in their writing to strengthen their piece. <input type="checkbox"/> Recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance.

	<input type="checkbox"/> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. <input type="checkbox"/> Write simple sentences that convey meaning. <input type="checkbox"/> Dictate details to strengthen the topic. <input type="checkbox"/> Use descriptive words. <input type="checkbox"/> Orally describe a picture telling the main topic and key details.
45. Demonstrate understanding of standard English language conventions when writing. a. Identify the role of a noun, verb, adjective, and adverb within a sentence and explain the type of the information it conveys. b. Form regular nouns and verbs by adding -s or -es. c. Form and use simple present and past verb tenses. d. Form plurals by changing -y to -ies. e. Form and use frequently-occurring irregular plural nouns and verbs. f. Use plural possessives.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, exclamation point. <input type="checkbox"/> Capitalize the word I, all proper nouns, and words at the beginning of sentences. <input type="checkbox"/> Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish). <input type="checkbox"/> Use apostrophes to form contractions and common singular possessives. <input type="checkbox"/> Identify simple abbreviations, including those for titles (e.g., Mr., Mrs., Ms., and Dr.), calendar words (e.g., Jan., Feb., Mon., Tue.), and address words (e.g., St., Rd.). <input type="checkbox"/> Use commas in the salutation (e.g., Dear Tyrell,) and closing (e.g., (Sincerely,)) of a letter. a. <input type="checkbox"/> Learn and use new words encountered in discussions and in books that the teacher reads aloud.

- ☐ Participate in listening and speaking activities.
- ☐ Ask for meanings and clarification of unfamiliar words and ideas.
- ☐ Describe people, places, things, and events with details
- ☐ Apply common singular and plural nouns with matching verbs in basic sentences (e.g., She walks., We walk.).
- ☐ Apply action words (verbs), including, but not limited to, mark, circle, color, and draw, to give directions orally.

b.

- ☐ Print many upper- and lowercase letters.
- ☐ Use frequently occurring nouns and verbs.
- ☐ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

c.

- ☐ Expand vocabulary by using frequently occurring root words to read
- ☐ Inflectional forms (e.g., look, looks, looked, looking).
- ☐ Use sentence-level context as a clue to the meaning of words and phrases.
- ☐ Use titles and pictures to make predictions about text.
- ☐ Use pictures and/or rereading to confirm vocabulary choice.

d.

- ☐ Use frequently occurring nouns and verbs.
- ☐ Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.

e.

- ☐ Punctuate declarative, interrogative, and exclamatory sentences with a period, question mark, exclamation point.
- ☐ Capitalize the word I, all proper nouns, and words at the beginning of sentences.
- ☐ Use frequently occurring irregular plural nouns (e.g., feet, children, teeth, fish).

f.

- ☐ Use singular and plural nouns and pronouns.
- ☐ Use apostrophes in contractions and possessives.

- ☐ Use contractions and singular possessives.
- ☐ Demonstrate an understanding of what the apostrophe signifies in singular possessive words.

46. Gather and use research to answer questions to complete a research product.

- a. Create topics of interest for a research project.
- b. Create questions to gather information for a research project.
- c. Find information from a variety of sources.

Examples: books, magazines, newspapers, digital media

- d. Define plagiarism and explain the importance of using their own words.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Use simple reference materials. <input type="checkbox"/> Alphabetize a list of five to eight words according to first letter. <input type="checkbox"/> use a picture dictionary to locate unfamiliar words. a. <ul style="list-style-type: none"> <input type="checkbox"/> Discuss topics of interest. <input type="checkbox"/> Identify likes/dislikes. <input type="checkbox"/> Apply skills of description. b. <ul style="list-style-type: none"> <input type="checkbox"/> Generate ideas for topics based on interest or content areas. <input type="checkbox"/> Work collaboratively to generate questions to gather information. <input type="checkbox"/> Identify pictures, various texts, media, or people that can be used as sources of information. <input type="checkbox"/> Use provided sources to gather information, answer questions, or solve problems. <input type="checkbox"/> Use templates or visual displays (e.g., graphic organizers, charts, graphs, etc.) to organize information. <input type="checkbox"/> Use own words to record information. c. <ul style="list-style-type: none"> <input type="checkbox"/> Recognize common types of texts. <input type="checkbox"/> With prompting and support, ask and answer questions about key details in a text.

	<ul style="list-style-type: none"><input type="checkbox"/> With prompting and support, ask and answer questions about unknown words in a text.<input type="checkbox"/> Identify the front cover, back cover, and title page of a book.<input type="checkbox"/> With prompting and support, identify basic similarities in and differences between two texts on the same topic.<input type="checkbox"/> Actively engage in group reading of informational text with purpose and understanding.<input type="checkbox"/> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <p>d.</p> <ul style="list-style-type: none"><input type="checkbox"/> Summarize a small passage using their own words.
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Grade 3

LITERACY FOUNDATIONS

Oral Language

1. Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.

a. Elaborate on responses in conversations and discussions.

Examples: use precise, descriptive language; build upon previously expressed ideas

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Contribute to the discussion using cue cards or with specific responses of who, what, when, where and why concept questions.

2. Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.

a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Use index cards or a power point and use the recording of their slides beforehand.

a.

☐ Attend to oral language and conversations and practice correct social/pragmatic skills.

☐ Understand what purposes of conversation or discussion is such as inform, persuade, clarify, response to question or discussion point.

3. Apply oral literacy skills by participating in a variety of oral language activities.

Examples: plays, dramas, choral readings, oral reports

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Perform with peer assistance and the use of cue cards.

4. Ask and answer questions using complete sentences and grade-level vocabulary.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Building on others' talk in conversations by responding to the comments of others through multiple exchanges. <input type="checkbox"/> Demonstrate eye contact, articulation, and appropriate voice intonation with oral presentations.
5. Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend appropriate to a conversation or discussion using correct social, pragmatics, and voice skills. <input type="checkbox"/> Fluently speak correct standard English grammar; using pauses, controlled speech, pronunciation, and correct voice level.
6. Use digital tools to enhance oral presentations, working collaboratively.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand the basic of using digital tools and programs. <input type="checkbox"/> Work in a group cooperatively. <input type="checkbox"/> Following rules of classroom groupings and contribute orally or in a nonverbally using communication device or alternative communication, meaningfully to the presentation.
Phonological Awareness/Phonemic Awareness	
7. Demonstrate advanced phonemic awareness skills in spoken words. <ol style="list-style-type: none"> Delete phonemes in initial and final blends of a spoken word. <i>Examples: Say smoke. Now say smoke, but don't say /m/. (soak)</i> <i>Say best. Now say best, but don't say /s/. (bet)</i> Substitute phonemes in initial and final blends in a spoken word. <i>Examples: Say sweep. Now say sweep, but change the /w/ to /l/. (sleep)</i> <i>Say list. Now say list, but change the /s/ to /f/. (lift)</i> 	

c. Reverse phonemes in a spoken word.

Examples: Say safe. Now say safe but say the last sound first and the first sound last. (face)

Says lack. Now say slack but say the last sound first and the first sound last. (class)

d. In a series of words, apply phoneme chaining that changes only one sound at a time to show addition, deletion, substitution and resequencing of sounds from one word to the next.

Examples: sap, lap, lip, slip, slit, lit; gob, cob, cub, cup, cap; train, rain, lane, lame, blame

e. Use knowledge of syllable and affix substitution and deletion to demonstrate morphological changes.

Examples: Say photograph . Change graph to cell. (photocell)

Say anytime. Change time to w here. (anywhere)

Say blocked. Change /t/ to /ing/. (blocking)

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<div><input type="checkbox"/> Attend to spoken language and focus on words being spoken to do the following:<ul style="list-style-type: none">▪ Understand blending and segmenting.▪ Understand irregular letter sounds and patterns.▪ Recognize sounds of letter blends, digraphs, diphthongs, r-controlled vowels; -morph words by changing beginning and/or ending letter sounds to create a new word.▪ Be able to perform these orally.</div> <div>a.<div><input type="checkbox"/> Recognize and identify beginning and ending sounds in spoken words.</div></div> <div>b.<div><input type="checkbox"/> Attend to a spoken word and discriminate between blends and other phonemic sounds.</div><div><input type="checkbox"/> Understand basic blends and their sounds in spoken language and understands how to substitute in final and initial position of spoken words.</div></div> <div>c.<div><input type="checkbox"/> Understand basic phonemes.</div><div><input type="checkbox"/> Listen to and discriminate between phonemes and be able to reverse them in spoken words.</div><div><input type="checkbox"/> Identify sounds of specific phonemes.</div></div> <div>d.<div><input type="checkbox"/> Understand adding, deleting, and subbing sounds into additional words.</div></div> <div>e.</div>

☐ Demonstrate knowledge of syllables and identifying suffixes in a series of words.

Phonics

8. Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.
- a. Decode multisyllabic words with common syllable patterns, including open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables.
 - b. Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words.
Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
 - c. Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations.
Examples: spl-, str-, scr-, squ-; th, sh, ch, ck, ph; tch, dge, igh; er, ir, ar, or; oi, oy, ou, ow; kn, gn, mb, wr, gh
 - d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
*Examples: y can be read /y/ in yet, /ē/ in candy, /ī/ in fly
digraph ch can be read /ch/ in chair, /sh/ in chef, and /k/ in school
diphthong ow is read /ou/ in cow, but digraph ow is read /ō/ in snow*
 - e. Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate.
Examples: the noun con' /vict vs. the verb con/vict'; the noun pro' /duce vs. the verb pro/duce'
 - f. Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
Examples: fore-, anti-, post-, sub-; -ment, -hood, -er, -or; port, ject, form, dict
 - g. Decode and encode contractions with am, is, has, not, have, would, and will.
Examples: I'm, he's, she's, isn't, don't, I've, he'd, they'll
 - h. Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning.
Examples: hear/here; night/knight; tacks/tax

i. Decode and encode words with hard and soft c and g.

j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one-syllable words.<input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams.<input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels.<input type="checkbox"/> Decode words with common prefixes and suffixes.<input type="checkbox"/> Identify words with inconsistent but common identify and decode common prefixes and suffixes.<input type="checkbox"/> Discuss and explain the meaning of common prefixes and suffixes.<input type="checkbox"/> Identify, discuss, and explain how many English words originated from other languages.<input type="checkbox"/> Identify, discuss, and explain how many English word roots originated from Latin.<input type="checkbox"/> Use techniques for decoding multisyllabic words.a.<ul style="list-style-type: none"><input type="checkbox"/> Identify multisyllabic words with common patterns.<input type="checkbox"/> Understand open and closed patterns, and sound combinations.b.<ul style="list-style-type: none"><input type="checkbox"/> Identify the multisyllabic words, break down the word into syllables, and create multisyllabic words.c.<ul style="list-style-type: none"><input type="checkbox"/> Identify and recognize the three-consonant blends, digraphs, trigraphs, quadrigraph eigh, combinations, diphthongs, and silent letter combinations.d.<ul style="list-style-type: none"><input type="checkbox"/> Recognize and understand words with multiple sound.<input type="checkbox"/> Symbol correspondences and demonstrate when to use the correct sound in frequently used words.

	<p>e.</p> <p><input type="checkbox"/> Understand when to use the corresponding sound in multisyllabic words and pronounce the words according to the correct sound correspondence.</p> <p>f.</p> <p><input type="checkbox"/> Identify the prefixes, suffixes, and roots of words.</p> <p><input type="checkbox"/> Identify and recognize meanings of common prefixes and suffixes.</p> <p><input type="checkbox"/> Use common prefixes and suffixes to decode words.</p> <p><input type="checkbox"/> Determine the meaning of words when a known prefix and/or suffix is added to a known root word.</p> <p>g.</p> <p><input type="checkbox"/> Understand the combination of two words used in contraction word form.</p> <p>h.</p> <p><input type="checkbox"/> Understand homophones and the concept of multiple word meanings.</p> <p>i.</p> <p><input type="checkbox"/> Identify hard and soft sounds of c and g with the assistance of flashcards and visual prompt.</p> <p><input type="checkbox"/> Identifying the hard and soft sounds with the use of the consonants c and g.</p> <p>j.</p> <p><input type="checkbox"/> Recognizing words on grade-level and high frequency words from below grade level that follow regular and irregular phoneme patterns.</p>
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Fluency

9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read multisyllabic words with accuracy and automaticity from familiar phoneme-grapheme correspondences with a review.

10. Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read 50-90 words of connected text per minute orally with accuracy.

	<input type="checkbox"/> Retell text read to confirm comprehension recognize first and/or second grade sight words independently. <input type="checkbox"/> Decode regularly spelled multi-syllabic words with short and long vowels. <input type="checkbox"/> Decode regularly spelled multi-syllabic words with short and long vowels with prompting.
11. Read and reread grade-appropriate poetry, practicing phrasing, rhythm, rhyme, and meaningful expression.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read and comprehend poetry; -identify basic rhythm, rhyme, and meaningful expression.
12. Read high-frequency words commonly found in grade-appropriate text accurately and automatically. <i>Note: High-frequency words should be taught with the main emphasis of the lesson being on regular correspondences and patterns within the word. The student should be able to read the word accurately three times in a row on different days to be considered accurate enough to add to a personal word box, word ring, or fluency folder. Avoid teaching high-frequency words as “sight words” that need to be memorized as a whole word, unless there are no regular correspondences in the word. “Of” is an example of a word with no regular correspondences.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one-syllable words. <input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> Decode words with common prefixes and suffixes. <input type="checkbox"/> Identify words with inconsistent but common spelling-sound correspondences. <input type="checkbox"/> Recognize and read irregularly spelled words.
Vocabulary	
13. Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Connect new grade-level vocabulary to current vocabulary words using context clues and background knowledge. a. <input type="checkbox"/> Identify the words structure based on phonology, morphology, and orthography to understand the word.
<p>14. Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.</p> <p>a. Determine meaning of words using synonyms in context.</p> <p>b. Determine meaning of words using antonyms as a clue.</p> <p>c. Describe the similarities and differences between related words.</p> <p>d. Use knowledge of homophones to determine appropriate use of words.</p> <p>e. Interpret figurative language.</p> <p>f. Identify relationships and nuances in word meanings to determine real-life connections between words and their use.</p> <p><i>Examples: Discuss relationships in words related to home (house, residence, habitat) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to bad (terrible, awful, horrible) and give reasons for choosing a particular word in speaking or writing.</i></p> <p><i>Distinguish shades of meaning in words related to talk (yell, scream, bellow) and give reasons for choosing a particular word in speaking or writing.</i></p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define homonym, homophone, homograph, affix, prefix, suffix, and root (base) word. <input type="checkbox"/> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). <input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <input type="checkbox"/> Locate words in a dictionary by using guide words.

	<ul style="list-style-type: none"> <input type="checkbox"/> Apply alphabetical order to the first or second letter of words to access information. <input type="checkbox"/> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). a. <ul style="list-style-type: none"> <input type="checkbox"/> Understand words with similar meanings and how to choose correctly according to the context. b. <ul style="list-style-type: none"> <input type="checkbox"/> Use context clues and understanding the content of the word. c. <ul style="list-style-type: none"> <input type="checkbox"/> Orally produce words that rhyme with an audible guide word. by changing the initial phoneme (sip-ship, heart-part); -count phonemes in one-syllable words. <input type="checkbox"/> Blend separately spoken phonemes to make one-syllable words. <input type="checkbox"/> Segment words by producing each phoneme. <input type="checkbox"/> Determine whether the medial vowel sound is the same or different in a set of one-syllable words. <input type="checkbox"/> Sort picture cards by beginning, initial, medial, and final ending phonemes. <input type="checkbox"/> Remove a phoneme from an orally presented word to make a new word (e.g., rice/ice, beach/bee, weight/weigh, couch/cow). <input type="checkbox"/> Add a phoneme from an orally presented word or rime to make a new word (e. g., pie/pipe, four/fork, cab/crab, ot/lot, ap/map). <input type="checkbox"/> Change phonemes orally to make new words (e.g., rug/jug, bunch/lunch, card/cart, sat/sit). d. <ul style="list-style-type: none"> <input type="checkbox"/> Understand similarities and differences of words. e. <ul style="list-style-type: none"> <input type="checkbox"/> Identify homophones and using the content of the sentence to choose the best word choice. e. <ul style="list-style-type: none"> <input type="checkbox"/> Understand the concept of figurative language and how to identify reality vs. fantasy.
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	f. <input type="checkbox"/> Background knowledge of words and ability to compare fiction and nonfiction.
15. Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. <ol style="list-style-type: none"> Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. <i>Examples: affixes -less, -ful, pro-, trans- ; roots aqua, cent, port, form, ject, spect, dict, tend, fer</i> Apply knowledge of the changes in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to determine the meaning of a word. Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. <i>Examples: pre-, re-, mis-; -ly, -less, -ful, -able, -ment</i> Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words. Sort words with shared and varied suffixes by parts of speech. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define literal and non-literal language. <input type="checkbox"/> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines). <input type="checkbox"/> Supply rhythm and meaning in a story, poem, or song. <input type="checkbox"/> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses participate in choral readings. a. <input type="checkbox"/> Define literal and non-literal language. <input type="checkbox"/> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines); <input type="checkbox"/> Supply rhythm and meaning in a story, poem, or song. <input type="checkbox"/> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses participate in choral readings. b. <input type="checkbox"/> Apply knowledge of regular and irregular vowel patterns to decode words; - apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words.

	<input type="checkbox"/> Apply knowledge of the change in tense (-ed), number (-s), and degree (-er and -est) signified by inflected endings to decode words. c. <input type="checkbox"/> Discuss meanings of words. <input type="checkbox"/> Increase vocabulary by listening to a variety of texts read aloud. <input type="checkbox"/> Use vocabulary from other content areas. <input type="checkbox"/> Ask about words not understood. <input type="checkbox"/> Use meaning clues to support decoding. <input type="checkbox"/> Expand vocabulary by using frequently occurring root words to read <input type="checkbox"/> Inflectional forms (e.g., look, looks, looked, looking). <input type="checkbox"/> Use sentence-level context as a clue to the meaning of words and phrases. d. <input type="checkbox"/> Read and identify a root word and identify it as being Latin or Greek to connect to meaning to identify an unknown word. e. <input type="checkbox"/> Attend to and fluently read words; -identify the parts of speech and identify suffixes in words.
16. Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 2 topic or subject area. <i>Examples: Use context clues; Look up words online or in a dictionary ask and answer questions to help determine or clarify the meaning of words and phrases in a text use new vocabulary in connection to prior life or educational experiences ask and answer questions about unfamiliar/unknown words in the text.</i>
17. Use grade-level academic and domain-specific vocabulary in writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use appropriate and correct domain-specific vocabulary in writings using background knowledge and context clues to match the topics and words.

Comprehension	
18. Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify key details from text and retell events in discussion verbally or written.
19. Determine the explicit or implied main idea and supporting details of a text. a. Explain how supporting details contribute to the main idea, using textual evidence. b. Recount or summarize the key ideas from the text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define moral genre to include fables, folktales, and myths recount stories, including fables and folktales from diverse cultures. <input type="checkbox"/> Determine their central message, lesson, or moral retell stories, including key details, and demonstrate understanding of their central message or lesson identify the beginning, middle, and end of a story. a. <input type="checkbox"/> Read with purpose and understanding. <input type="checkbox"/> Preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings. <input type="checkbox"/> Identify and use text features to locate facts and information in a text; - distinguish between information provided by pictures or illustrations and information provided by words in the text. <input type="checkbox"/> Read various nonfiction forms, including letters, lists, recipes, newspapers, and magazines. <input type="checkbox"/> Identify the main idea and key details. b. <input type="checkbox"/> Attend to and fluently read literary text with comprehension; -identify key ideas and summarize into a concise text.

<p>20. Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.</p> <p><i>Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose</i></p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Attend to various forms of literary text and fluently read with comprehension. <input type="checkbox"/> Identify key details such as background knowledge, topic and characters.
<p>21. Identify and interpret various cohesive devices that link words and sentences to one another within the text.</p> <p><i>Examples: pronoun references, conjunctions, word substitution using synonyms</i></p> <p><i>Note: Working with cohesive devices is a scaffold to building comprehension at both sentence and paragraph levels.</i></p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare and contrast the most important points presented by two texts on the same topic identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures) categorize objects and/or words.
<p>22. Describe literary elements within a story, including setting, plot, characters, and themes.</p> <p>a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.</p> <p>b. Explain how the characters' actions and dialogue contribute to the meaning of the story.</p> <p>c. Identify the central message, theme, or moral in a story, including myths, fables, and folktales, and explain the meaning conveyed in the passage.</p> <p>d. Compare and contrast the themes, settings, and plots from two texts.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text identify the main idea and retell key details of a text a. <input type="checkbox"/> Fluently read and comprehend literary text and identify the character.

	<input type="checkbox"/> Pick out character details such as behavior, emotions, traits and how their actions influence the events. <input type="checkbox"/> Understand cause and effect. b. <input type="checkbox"/> Fluently read and comprehend literary text and identify the character. <input type="checkbox"/> Identify character dialogue and how it contributes to the meaning of the story. c. <input type="checkbox"/> Read fluently and comprehend texts. <input type="checkbox"/> Understand the terms: myth, themes, moral, fables, folktales. <input type="checkbox"/> Explain orally or written the meaning or central message in the story, myths, fables and folktales. d. <input type="checkbox"/> Read fluently and comprehend texts. <input type="checkbox"/> Understand how to compare and contrast. <input type="checkbox"/> Understand the terms: themes, setting, and plot. <input type="checkbox"/> Understand how to use a Venn Diagram or other graphic organizer to assist in comparison and contrasting multiple texts.
23. Identify and use text features in informational passages to locate information. <i>Examples: headings, photographs, illustrations, labels, charts, graphs, legends</i> a. Explain how text features support details in the text. b. Explain how illustrations contribute to meaning in a story. c. Interpret text features used in written and digital formats.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify various text features and locate requested information. a. <input type="checkbox"/> Identify various text features and identify supporting details. b. <input type="checkbox"/> Understand what an illustration is and its importance to a story. c. <input type="checkbox"/> Understand text features from previous exposure and use of digital formats.

24. Identify the text structures within literary and informational texts.

- a. Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <input type="checkbox"/> Ask and answer questions in complete sentences. a. <input type="checkbox"/> Identify structures in a passage, short story, or text recognizing the sequence of events, and problems and solutions using the evidence from the passage, short story or text.

25. Identify statements in informational texts as facts or opinions.

- a. Use prior knowledge and/or details from the text to distinguish fact from opinion.
b. Use information gathered from research to evaluate opinions.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand fact and opinion and how to select those statements from text. a. <input type="checkbox"/> Read with purpose and understanding. <input type="checkbox"/> Preview reading material and set a purpose by looking at the book's cover and graphics and by reading titles and headings. <input type="checkbox"/> Identify and use text features to locate facts and information in a text. b. <input type="checkbox"/> Identify opinions in text and in context.

26. Use text comparisons (text to text, text to self, and text to world) to make meaning.

- a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
b. Compare different versions of the same story.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify text to text, text to self, text to world.

	a. <input type="checkbox"/> Recognize events in text and connect or compare to prior knowledge on specific topic. b. <input type="checkbox"/> Recognize and compare the text from different views.
27. Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. <i>Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify common signs and logos. <input type="checkbox"/> Explain that printed materials provide information. <input type="checkbox"/> Read and explain own writing and drawings. <input type="checkbox"/> Discuss meanings of words. <input type="checkbox"/> Increase vocabulary by listening to a variety of texts read aloud. <input type="checkbox"/> Use vocabulary from other content areas; -ask about words not understood.
28. Identify the narration of a literary text as first person or third person.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify first and second person verbiage and text.
29. Determine the main idea of a text read aloud or information presented in an audible format.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the main idea of a sentence or text read aloud using the key details to recognize the main idea.
30. Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, or so, and complex sentences to help build syntactic awareness and comprehension at the sentence level.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Create a basic sentence and understand how to use the conjunctions to combine more than one simple sentence.

Writing	
31. Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Capitalize proper nouns generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). <input type="checkbox"/> Form uppercase and lowercase letters in cursive or manuscript use conventional spelling for words with common spelling patterns and for frequently occurring irregular words spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. <input type="checkbox"/> Identify friendly letter parts and related punctuation marks locate information in alphabetical order to the first or second letter form and use contractions correctly use complete sentences and correct end punctuation.
32. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately. <ol style="list-style-type: none"> Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words. <i>Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et</i> Encode multisyllabic words, using common syllable patterns: open/closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, and odd or schwa syllables. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions. Encode words with less common prefixes, suffixes, and common Latin roots. <i>Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post- suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en Latin roots: port, form, ject, spect, dict, tend, fer</i> Encode frequently confused homophones accurately, using context to determine correct spelling. <i>Examples: hear/here; night/knight; tacks/tax</i> 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize syllables, identify multisyllabic words, build words with multiple syllables using phone-grapheme correspondences.

	<ul style="list-style-type: none"> a. <ul style="list-style-type: none"> <input type="checkbox"/> Identify syllables in a word and construct multisyllabic words. b. <ul style="list-style-type: none"> <input type="checkbox"/> Determine correct vowel pattern/sound -fluently identify syllable pattern in multisyllabic words. c. <ul style="list-style-type: none"> <input type="checkbox"/> Identify blends of two and three letters and read them fluently. <input type="checkbox"/> Using digraphs, trigraphs, combinations, and contractions. d. <ul style="list-style-type: none"> <input type="checkbox"/> Understand prefixes and suffixes. <input type="checkbox"/> Be able to identify the root of a word and utilize background knowledge on commonly used prefixes and suffixes. e. <ul style="list-style-type: none"> <input type="checkbox"/> Understand homophones. <input type="checkbox"/> Use context clues to choose the correct meaning of the word for correct spelling.
33. Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Identify fiction and nonfiction; -identify narrative. <input type="checkbox"/> Categorize thoughts to fulfill writing process according to structure of thoughts.
34. Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Identify explanatory topics. <input type="checkbox"/> Use the writing process to collaborate thoughts into meaningful elaboration of an informative text.

35. Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify an argumentative topic. <input type="checkbox"/> Understand the writing process. <input type="checkbox"/> Use logic reasoning and evidence.
36. Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. <ol style="list-style-type: none"> Use articles a, an, and the correctly. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. Use simple abbreviations, including days of the week, months of the year, titles, units of metric and customary measurement, street names, and state names. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define coordinating and subordinating conjunctions. <input type="checkbox"/> Define regular and irregular verbs or nouns. <input type="checkbox"/> Define modified, comparative, and superlative adjectives or adverbs. <input type="checkbox"/> Define subject-verb and pronoun-antecedent agreement. <input type="checkbox"/> Define and use collective nouns (e.g., group) and abstract nouns (e.g., childhood). <ol style="list-style-type: none"> <input type="checkbox"/> Write a basic sentence with correct capitalization and punctuation. <input type="checkbox"/> Identify and understand what an article is and be able to use it in a sentence. <input type="checkbox"/> Identify the following in a sentence: noun, verb, adjectives, adverb, pronoun, preposition, and conjunction. <input type="checkbox"/> Explain what each part of speech is and what information it conveys in the sentence.

	<p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the following in a sentence: noun, verb, adjectives, adverb, pronoun, preposition, and conjunction. <input type="checkbox"/> Explain what each part of speech is and what information it conveys in the sentence. <input type="checkbox"/> Manipulate aforementioned parts of speech to change to irregulars, or plural forms. <p>d.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand what an abbreviation and how to use basic abbreviations.
<p>37. Compose simple, compound, and complex sentences with correct subject-verb agreement.</p> <p>a. Identify and correct sentence fragments and run-on sentences.</p> <p>b. Identify the subject and predicate of a sentence.</p>	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Coming soon! 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize or recall specific terminology. <input type="checkbox"/> Define subject-verb and pronoun-antecedent agreement. <input type="checkbox"/> Define and use collective nouns and abstract nouns. <input type="checkbox"/> Form and use frequently occurring irregular plural nouns. <input type="checkbox"/> Define and use collective nouns (e.g., group) and abstract nouns (e.g., childhood). <input type="checkbox"/> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <input type="checkbox"/> Use reflexive pronouns (e.g., myself, ourselves). <input type="checkbox"/> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <input type="checkbox"/> Use adjectives and adverbs; choose between them depending on what is to be modified. <input type="checkbox"/> Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>b.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluently read a sentence. <input type="checkbox"/> Understand predicate and subject of a sentence.

38. Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand the writing process. <input type="checkbox"/> Write complete sentences with correct mechanics and grammar. <input type="checkbox"/> Understand what a closing sentence is and how it is important to write it correctly to summarize the paragraph.
39. Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.	
a. Avoid plagiarism by using their own words and utilizing digital sources ethically.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate understanding in reliable digital sources. <input type="checkbox"/> Utilized project outlines. <input type="checkbox"/> Utilize report outline and requirements. a. <input type="checkbox"/> Understand what plagiarism is. <input type="checkbox"/> Understand why they should use their own words. <input type="checkbox"/> Cite information used correctly. <input type="checkbox"/> Understand what ethics in writing are.
40. Use grade-level and domain-appropriate vocabulary in writing.	
a. Use specific vocabulary to develop a story.	
b. Use specific vocabulary to explain or inform on a topic.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify appropriate meaning of vocabulary. <input type="checkbox"/> Use correct sentence structure to create a sentence. a. <input type="checkbox"/> Understand specific vocabulary styles. b. <input type="checkbox"/> Identify vocabulary. <input type="checkbox"/> Utilize dictionary for correct meaning.

41. Use words and phrases in writing for effect and elaboration.

a. Use transition words and phrases for sentence variety.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Utilize vocabulary and high frequency words to construct valid sentences. a. <input type="checkbox"/> Identify transition words. <input type="checkbox"/> Know the meaning of transition words and how to use in context.

42. Write poetry or prose in response to visual images to interpret their meanings.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify poem. <input type="checkbox"/> Utilize picture words. <input type="checkbox"/> Correlate images and visuals to words

Grade 4

LITERACY FOUNDATIONS

Phonics

1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation.

Learning Objectives

Prior Knowledge

☐ Coming soon!

- ☐ Recognize and recall with scaffolding.
- ☐ Have basic knowledge of grade-appropriate phoneme-grapheme correspondences.
- ☐ Have basic knowledge of syllable types.
- ☐ Apply and use morphological structure.
- ☐ To read unfamiliar multisyllabic words accurately, both in context and in isolation.

2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and schwa syllables.

Examples: dam-age, ac-tive, na-tion

Learning Objectives

Prior Knowledge

☐ Coming soon!

- ☐ Recognize and recall with scaffolding.
- ☐ Have basic knowledge of grade-appropriate phoneme-grapheme correspondences.
- ☐ Have basic knowledge of syllable types.
- ☐ Apply and use morphological structure.
- ☐ To read unfamiliar multisyllabic words accurately, both in context and in isolation.

3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Remember and understand knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words with support.
4. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Remember and understand knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words with support.
Fluency	
5. Demonstrate fluency when reading grade-level text and when responding through writing or speaking.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
6. Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Know the meaning of punctuation marks. <input type="checkbox"/> Know techniques to make appropriate changes to voice, tone, and expression. <input type="checkbox"/> Context to add in word recognition.
7. Read words with irregular and regular spelling patterns accurately and automatically.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Have knowledge of letter-sound correspondences and syllabication patterns. <input type="checkbox"/> Have knowledge of vocabulary such as root, suffix, prefix, etc. <input type="checkbox"/> Have knowledge of using context to decode unfamiliar words.

8. Write routinely and independently in response to text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write routinely, with support, and scaffolding in response to text.
Vocabulary	
9. Accurately interpret general academic and domain-specific words and phrases.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify general academic and domain-specific words.
10. Interpret words and phrases, including figurative language, as they are used in a text. <ol style="list-style-type: none"> Explain how specific word choices shape meaning or tone. Explain how figurative language contributes to the meaning of text, including simile, metaphor, alliteration, personification, hyperbole, and idioms. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Knowing the meanings of common examples of figurative language and demonstrate an understanding of those meanings. <ol style="list-style-type: none"> <input type="checkbox"/> Choosing words that will shape the meaning and tone of a text. <input type="checkbox"/> Identifying similes, metaphors, alliterations, personifications, hyperbole, and idioms and locating them in text. <input type="checkbox"/> Demonstrate an understanding of synonyms, antonyms, and homographs and their meanings.
11. Use commonly misused words correctly in writing. <i>Examples: accept/except; effect/affect; racket/racquet; its/it's; your/you're; our/are; quiet/quit/quite</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Knowing/understanding the meaning of commonly misused words.

12. Consult reference materials to find the pronunciation of unknown words and phrases.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Have knowledge of reference materials used to find pronunciations of words and knowledge of phonetic symbols used in these reference materials.
13. Use grade-appropriate general academic and domain-specific words and phrases in presentations and discussions.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Have knowledge of grade appropriate academic and domain-specific words and phrases. <input type="checkbox"/> Techniques for collecting new words and phrases. <input type="checkbox"/> Use grade appropriate conversational words and phrases. <input type="checkbox"/> Acquire and use words and phrases about a specific point or topic.
Comprehension	
14. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Utilizing informational text content to discuss text, with support and teacher scaffolding.
15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	
a. Identify and explain attitudes and influences of multiple characters within a text. b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain and/or summarize details about a character, setting, or event in a story or drama, drawing on specific details in the text. <input type="checkbox"/> Identify attitudes and influences of multiple characters within a text; - summarize how the main character changes throughout the story, using explicit evidence from the text.

	<input type="checkbox"/> Give examples about a character's behavior, the setting, and/or specific events, using explicit details from the story. a. <input type="checkbox"/> Identifying and comparing characters within a text. b. <input type="checkbox"/> Identifying the main character and retelling and sequencing of the text. c. <input type="checkbox"/> Identifying meaning of inference. <input type="checkbox"/> Identification of character and setting. <input type="checkbox"/> Ability to retell story and sequence events.
16. Describe how authors use literary devices and text features to convey meaning in prose, poetry, and drama. a. Identify clues in the text to recognize implicit meanings. b. Apply prior knowledge to textual clues to draw conclusions about the author's meaning. c. Make an inference about the meaning of a text and support it with textual evidence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Know the structural elements in prose, poetry, and drama. <input type="checkbox"/> Have knowledge of literary devices. <input type="checkbox"/> Apply knowledge of text features to convey meaning. a. <input type="checkbox"/> Activate prior knowledge of context clues. b. <input type="checkbox"/> Knowledge of the meaning of drawing conclusions; -ability to refer to details from story to support thinking. c. <input type="checkbox"/> Knowledge of the meaning of an inference. <input type="checkbox"/> Ability to refer to details from story to support thinking.

<p>17. Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective.</p> <p>a. Explain the difference between first person and third person narration, including omniscient and third person limited.</p> <p>b. State an opinion of the author's use of narration, supporting reasoning with examples from the text.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the narrator's point of view in a literary text and explain how it differs from a character's perspective (with support). <input type="checkbox"/> Understand that there are differences in types of narration. a. <input type="checkbox"/> Understand there are different types of narration and definitions of first person, second person, third person limited, and omniscient and examples.
<p>18. Identify the point of view in a narrative and describe how the narrative would be different if told from the perspective of a different character or narrator.</p> <p>a. Compare and contrast firsthand and secondhand accounts of the same event or topic, describing the differences in focus and the information provided.</p> <p>b. Compare the perspectives of different characters within a text.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Techniques for identifying and tracking the point of view of the narrator. <input type="checkbox"/> Ability to refer to details from the story to support thinking. <input type="checkbox"/> Ability to compare and contrast. a. <input type="checkbox"/> Knowledge and application of comparing and contrasting events. <input type="checkbox"/> Ability to determine differences. <input type="checkbox"/> Knowledge of determining firsthand and secondhand accounts. b. <input type="checkbox"/> Techniques for comparing characters.

<p>19. Compare and contrast the treatment of similar themes in stories, myths, and traditional literature from different cultures.</p> <p>a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, or other traditional literature.</p> <p>b. Analyze a common or shared theme and its development in stories, myths, and/or other traditional literature.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Techniques for comparing and contrasting and common themes and topics in literature. a. <input type="checkbox"/> Knowledge of definitions of implied theme, explicit theme, and life lesson. <input type="checkbox"/> Techniques and strategies used to provide examples. b. <input type="checkbox"/> Knowledge of different themes such as implied and explicit. <input type="checkbox"/> Able to use techniques and strategies to find examples.
<p>20. Use details and examples from a text to indicate what the text explicitly states.</p> <p>a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.</p> <p>b. List the main questions answered by an informational article.</p> <p>c. Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice.</p> <p>d. Explain the differences between primary and secondary sources, giving examples from texts.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recall details and examples from a text to indicate what the text explicitly states. <input type="checkbox"/> Recall facts from an informational article. <input type="checkbox"/> With support, list the main questions answered by an informational article. <input type="checkbox"/> Identify statements in an article or other informational text as fact or opinion and give reasons for each choice. a. <input type="checkbox"/> Recall details and examples from a text to indicate what the text explicitly states. <input type="checkbox"/> Recall facts from an informational article. b.

	<input type="checkbox"/> Recall facts from an informational text. <input type="checkbox"/> Answer questions about information in a text. c. <input type="checkbox"/> Knowledge of definition of fact and opinion and ability to apply these definitions. <input type="checkbox"/> Recall of facts from informational text. d. <input type="checkbox"/> Knowledge of definition of fact and opinion and ability to apply these definitions. <input type="checkbox"/> Recall of facts from informational text.
21. Explain how relevant details support the implied or explicit main idea of a text. a. Determine the central idea or theme of a text. b. Explain the difference between implied and explicit details. c. Summarize the key supporting details by citing evidence from a text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Knowledge of implicit and explicit main idea. <input type="checkbox"/> Ability to apply these definitions in identifying the implicit or explicit main idea. <input type="checkbox"/> Recall of details from a text to support implicit and explicit main idea. a. <input type="checkbox"/> Knowledge of meaning of central idea or theme. b. <input type="checkbox"/> Knowledge of the meaning of implied and explicit. <input type="checkbox"/> Recall of details in a text. c. <input type="checkbox"/> Recall of details of a text. <input type="checkbox"/> Ability to retell a text.

<p>22. Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</p> <p>a. Cite evidence to explain the author's perspective toward a topic in an informational text.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and explain events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text. <input type="checkbox"/> With support, cite evidence to explain the author's perspective toward a topic in an informational text. a. <input type="checkbox"/> Recall evidence that supports the author's perspective with support.
<p>23. Evaluate how text features and structures contribute to the meaning of an informational text.</p> <p>a. Identify and describe the structures within a text, including description, comparison and contrast, sequence, problem and solution, and cause and effect.</p> <p>b. Interpret information from text features in both print and digital formats.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify how the structure of the word contributes to the meaning with support. a. <input type="checkbox"/> Identify the difference between cause and effect, and problem and solution with support. b. <input type="checkbox"/> Recall information from both written and digital text with support.
<p>24. Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument.</p> <p>a. Make text-based inferences to determine possible reasons for an author's stance.</p>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify reasons and evidence to support particular points and claims in an informational text or argument.

	<input type="checkbox"/> With support, make text-based inferences to determine possible reasons for an author's stance. a. <input type="checkbox"/> Identify parts of the story that go along with the author's stance with support.
25. Explain how the form of a poem contributes to its meaning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the inner workings of the poem with support.
26. Analyze how rhythm and rhyme in poetry contribute to meaning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the difference between writing that has rhythm and writing that rhymes with support.
27. Identify the reasons and evidence a speaker provides to support particular points.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the different parts of the speaker's voice.
28. Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write clear and coherent responses to texts, using evidence that supports a particular point, with prompting and support.
29. Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the process of adding audio recordings to presentations with support.

30. Synthesize information on a topic in order to write or speak knowledgeably about the subject. a. Make complex inferences within and across texts to determine the importance of information. b. Use evidence to explain information across texts including different perspectives and/or points of view.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the key points of a subject area with support. a. <input type="checkbox"/> Identify the inner workings of the key points of the important information with support. b. <input type="checkbox"/> Recall important information about the texts with support.
31. Orally paraphrase portions of a text or information presented in diverse media when collaborating and/or presenting.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recall information from a presentation with support.
Writing	
32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Respond verbally to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, with support, demonstrating below and on grade-level proficiency.
33. Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. a. Introduce a research topic clearly and group related ideas. b. Integrate and cite evidence to present research findings in written form. c. Paraphrase portions of texts or information presented in diverse media and formats.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Understand different formats of research. <input type="checkbox"/> Recall the writing process.

	a. <input type="checkbox"/> Have prior knowledge of topic, theme, and main idea. <input type="checkbox"/> Recall information on one topic. b. <input type="checkbox"/> Familiar with different types of research materials. c. <input type="checkbox"/> Knowledge of how to summarize an article, text, or story.
34. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Knowledge of cursive handwriting and how each letter is formed individually and connected to other letters.
35. Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define concrete words and sensory details. <input type="checkbox"/> Establish a situation and introduce a narrator, characters, or both; organize an event sequence that unfolds naturally. <input type="checkbox"/> Use thoughts, and feelings to develop experiences and events or show the response of characters to situations; -write using correct order of events; - provide a sense of closure.
36. Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define evidence, analysis, and reflection. <input type="checkbox"/> Develop an outline of main points for a given topic. <input type="checkbox"/> Identify supporting details for main idea. <input type="checkbox"/> Classify facts from texts as relevant or irrelevant.

37. Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate skills to persuade. <input type="checkbox"/> Provide reasoning for an argument. <input type="checkbox"/> Sequence thoughts. <input type="checkbox"/> Write using complete sentences. <input type="checkbox"/> Write sentences with correct punctuation, capitalization, grammar, and spelling.

38. Compose complete sentences with correct subject-verb agreement, punctuation, and usage.

a. Order adjectives within sentences according to conventional patterns.

Example: a small red bag rather than a red small bag

b. Form and use prepositional phrases and conjunctions.

c. Recognize and correct sentence fragments and run-on sentences.

d. Use commas, apostrophes, and quotation marks correctly.

e. Use correct capitalization, including familial relations and proper adjectives.

f. Spell grade-appropriate words correctly, consulting references as needed.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Prior knowledge of parts of speech. <input type="checkbox"/> Components of a complete sentence. a. <input type="checkbox"/> Knowledge of adjectives and their function in a sentence. b. <input type="checkbox"/> Knowledge of prepositions and conjunctions. <input type="checkbox"/> Function of prepositions and conjunctions in a sentence. c. <input type="checkbox"/> Definition of run-on sentence and sentence fragment. <input type="checkbox"/> Ability to create complete sentences.

	<p>d.</p> <p><input type="checkbox"/> Knowledge of rules regarding the appropriate use of commas, apostrophes, and quotation marks.</p> <p>e.</p> <p><input type="checkbox"/> Knowledge of rules of capitalization within sentences.</p> <p>f.</p> <p><input type="checkbox"/> Demonstrate a knowledge of phonics, phonetical spelling, and word patterns.</p>
<p>39. Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. Use relative pronouns who, whose, which, and that, relative adverbs where, when, and how, and irregular possessive nouns.</p> <p>b. Form and use the progressive verb tenses. <i>Examples: I was walking, I am walking</i></p> <p>c. Use modal auxiliaries to convey various conditions. <i>Examples: can, may, must</i></p>	
Learning Objectives	Prior Knowledge
<p><input type="checkbox"/> Coming soon!</p>	<p><input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><input type="checkbox"/> Present information orally using complete sentences.</p> <p>a.</p> <p><input type="checkbox"/> Prior knowledge of parts of speech and their function/use in complete sentences.</p> <p>b.</p> <p><input type="checkbox"/> Recall of verbs, types and function.</p> <p>c.</p> <p><input type="checkbox"/> Prior knowledge of verbs and the different forms.</p>
<p>40. Compose friendly and formal letters using appropriate elements, including date, greeting, body, and a signature.</p> <p>a. Write return address and mailing address in the proper locations on an envelope.</p>	
Learning Objectives	Prior Knowledge
<p><input type="checkbox"/> Coming soon!</p>	<p><input type="checkbox"/> Basic handwriting.</p>

	<input type="checkbox"/> Knowledge of parts of a letter. a. <input type="checkbox"/> Basic handwriting. <input type="checkbox"/> Knowledge of how an address is written.
41. Present an opinion orally, sequencing ideas logically and using relevant facts. a. Express appropriate and meaningful responses to questions posed by others.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain various points of view using facts and sequencing ideas to present an opinion orally with scaffolding. a. <input type="checkbox"/> How to organize on topic thoughts to form responses.
42. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation. a. Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Organize thoughts/facts in an organized manner. <input type="checkbox"/> Be able to communicate thought orally. a. <input type="checkbox"/> Organize on-topic thoughts/facts in an organized format.

Grade 5

LITERACY FOUNDATIONS

Phonics

1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Recall phonics and word analysis skills to encode and decode words in below grade-level texts with scaffolding and support.

2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, below grade-level words accurately in context and in isolation.

3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases, that are below grade level, choosing flexibly from a range of strategies.

4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Recall letter-sound knowledge.

Fluency	
5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrating fluency when independently reading, writing, and speaking in response to below grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> With prompting and support read below grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.
7. Write routinely and independently for varied amounts of time.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Produce written work. <input type="checkbox"/> Understand time. <input type="checkbox"/> Follow a schedule, while understanding being prompt.
8. Orally present information and original ideas clearly.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Stand in front of class. <input type="checkbox"/> Research information. <input type="checkbox"/> Speak clearly. <input type="checkbox"/> Organize thoughts with help of graphic organizers.

9. Express ideas clearly and effectively to diverse partners or groups.

- a. Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.
- b. Verbally summarize information read aloud or presented in diverse media and formats.
- c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
- d. Speak clearly at an understandable rate.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Communicate with others.
 - a.
 - ☐ Pose and answer questions.
 - ☐ Stay engaged during lessons.
 - b.
 - ☐ Summarize information read aloud and heard.
 - c.
 - ☐ Report on a topic of interest, sequence of thoughts, provide supporting evidence and details for main ideas.
 - d.
 - ☐ Communicate effectively.

10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.

- a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Participate in classroom discussion.
- ☐ Remain on topic.
- ☐ Support ideas.
 - a.
 - ☐ Draw conclusions from discussions.
 - ☐ Define key idea.

Vocabulary	
11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recalling below grade-level vocabulary. <input type="checkbox"/> Clarifying the meaning of unknown and multiple-meaning words and phrases in text. <input type="checkbox"/> Choosing flexibly from a range of strategies.
12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. <ol style="list-style-type: none"> Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context. Explain the meanings of common idioms, adages, and proverbs. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. <ol style="list-style-type: none"> <input type="checkbox"/> Define similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms. <input type="checkbox"/> Identify common idioms, adages, and proverbs. <input type="checkbox"/> Define synonyms, antonyms, and homographs. <input type="checkbox"/> Identify how vocabulary affects tone and mood in a text.

	e. <input type="checkbox"/> Identify common Greek and Latin affixes and roots.
13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define unknown words and phrases using context clues.
14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify grade-appropriate vocabulary words and phrases.
15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use grade-appropriate general academic and domain-specific words and phrases when communicating.
Comprehension	
16. Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Restating basic information of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. <i>Examples: theme, plot, point of view</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recalling literary elements used in the text.
18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify relationships among events, people, or concepts in texts read aloud.

19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
20. Explain how the author's use of character types throughout a narrative helps drive its plot. <i>Examples: static, dynamic, and stock characters</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify different characters within the narrative.
21. Compare and contrast characters, points of view, or events in two or more literary texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the characters, points of view, or events in two or more literary texts.
22. Determine the implied and/or explicit main idea in literary and informational texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the main idea in texts read aloud.
23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. a. Analyze common themes of diverse texts with support from textual evidence. b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the themes of various culturally diverse literary texts, supporting analysis with textual evidence. <input type="checkbox"/> Identify common themes of diverse texts with support from textual evidence. <input type="checkbox"/> Recall a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence with support.

	a. <input type="checkbox"/> Identify the theme of a text. <input type="checkbox"/> Provide supporting evidence of theme from the text. b. <input type="checkbox"/> Recall a story.
24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect. a. Identify various text features used in diverse forms of text. b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify text features including comparison and contrast, problem and solution, and cause and effect. a. <input type="checkbox"/> Name various text features. b. <input type="checkbox"/> Explain structure of events, ideas, concepts, or information in texts read aloud.
25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in informational text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify fact and opinion.
26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text. b. Compare and contrast the approaches to theme in several stories within a genre. c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics. d. Explain how an author uses reasons and evidence to support particular points in a text. e. Compare the approaches of several authors of articles about the same or similar topics.	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and give examples how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. <input type="checkbox"/> Identify how visual and multimedia elements contribute to the overall meaning and tone of a text. <input type="checkbox"/> Explain the approaches to theme in several stories within a genre. <input type="checkbox"/> With support, locate information quickly within a text and apply information from multiple sources to analysis of topics. <input type="checkbox"/> Recall how an author uses reasons and evidence to support points in a text. <input type="checkbox"/> Identify the approaches of several authors of articles about the same or similar topics. a. <input type="checkbox"/> Discuss multimedia elements and their contribution to the texts. b. <input type="checkbox"/> Identify theme in stories read aloud of different genres. c. <input type="checkbox"/> Locate information in a text. <input type="checkbox"/> Participate in discussions related to the topic. d. <input type="checkbox"/> Define reasons and evidence. <input type="checkbox"/> Identify reasons and evidence in a text. e. <input type="checkbox"/> Identify differences in opinions of authors in same or similar topics.
27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify key ideas in a text. <input type="checkbox"/> State conclusion of a text.

28. Use audio and/or visual sources of information to obtain the answer to a question.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use audio and/or visual sources of information to obtain the answer to a question.
29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. a. Use textual evidence to support summarization. b. Cite appropriately when summarizing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. <input type="checkbox"/> Identify textual evidence to support summarization. <input type="checkbox"/> With support, cite appropriately when summarizing. a. <input type="checkbox"/> Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. <input type="checkbox"/> Identify textual evidence to support summarization. <input type="checkbox"/> With support, cite appropriately when summarizing. b. <input type="checkbox"/> Understand when to cite a source. <input type="checkbox"/> Understand how to perform a correct citation. <input type="checkbox"/> Understand plagiarism and the penalties for plagiarizing.
30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify literary and informational texts that support conclusions from texts read aloud.

31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate. <i>Examples: graphics, sounds</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use multimedia and visual displays in presentations.
Writing	
32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Introduce a topic and group related information together. <input type="checkbox"/> Develop the topic with facts, definitions, and details. <input type="checkbox"/> Use linking words and phrases. <input type="checkbox"/> Provide a concluding statement. <input type="checkbox"/> Use a variety of sentence types.
33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page. <i>Examples: headings, titles, paragraph indentions</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write legibly.
34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define concrete words and sensory details. <input type="checkbox"/> Provide descriptive details and clear event sequences. <input type="checkbox"/> Establish a situation. <input type="checkbox"/> Introduce narrator and characters. <input type="checkbox"/> Use dialogue to express thoughts and emotions. <input type="checkbox"/> Provide a sense of closure.

35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write informative texts using graphic organizers. <input type="checkbox"/> Write explanatory texts using graphic organizers.
36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion. <i>Examples: first, as a result, therefore, in addition</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write an argumentative text using graphic organizers.
37. Write about research findings independently over short and/or extended periods of time.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Conduct research.
38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. <ol style="list-style-type: none"> Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Share results of research and presentations. <ol style="list-style-type: none"> <input type="checkbox"/> Identify different print and digital sources. <input type="checkbox"/> Locate information in print and digital sources. <input type="checkbox"/> Identify sources of information. <input type="checkbox"/> Use several texts to obtain information.

39. Demonstrate command of the conventions of standard English grammar and usage in writing.

a. Evaluate the usage of pronouns for the proper case.

Examples: subjective, objective, possessive

b. Identify inappropriate shifts in pronoun number and person.

c. Use varied pronouns and their antecedents correctly in composing and revising writing.

d. Use subject-verb agreement correctly when composing and revising writing.

e. Use verb tenses to convey various times, sequences, states, and conditions.

f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.

g. Use perfect verb tenses to compose and revise writing.

h. Use correlative conjunctions correctly when composing and revising writing.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write a complete sentence using correct basic grammar, capitalization, and punctuation. a. <input type="checkbox"/> Understand the different cases of pronouns. <input type="checkbox"/> Be able to identify the parts of speech of words in a sentence. b. <input type="checkbox"/> Be able to identify pronouns in a sentence. <input type="checkbox"/> Have a working knowledge of the different pronoun number and/or case. <input type="checkbox"/> Understand the appropriate shifts in pronoun number and person. c. <input type="checkbox"/> Convey thoughts using the writing process. <input type="checkbox"/> Have working knowledge of pronouns. <input type="checkbox"/> Determine the purpose of the antecedents and how to identify the correct one. d. <input type="checkbox"/> Have working knowledge of writing/revising process. <input type="checkbox"/> Have working knowledge of parts of speech. <input type="checkbox"/> Have working knowledge determining subject-verb agreement. e. <input type="checkbox"/> Have a working knowledge of different verb tenses.

	<p>f.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different parts of speech. <input type="checkbox"/> Understand the process to identify subject-verb agreement. <p>g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have working knowledge of writing/revising process. <input type="checkbox"/> Have working knowledge of parts of speech. <input type="checkbox"/> Have working knowledge determining subject-verb agreement. <p>h.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have working knowledge of writing/revising process. <input type="checkbox"/> Have working knowledge of parts of speech and the function of each.
<p>40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address. b. Use underlining, quotation marks, or italics to indicate the titles of different types of works. c. Spell grade-level words correctly, consulting references as needed. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Have working knowledge of writing/revising process. <input type="checkbox"/> Have working knowledge of parts of speech, capitalization and punctuation rules when writing. <input type="checkbox"/> Have knowledge of phonetic rules to ensure correct spelling. <p>a.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have knowledge of rules for comma usage in the writing process. <p>b.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working knowledge of the writing process. <input type="checkbox"/> Have a working knowledge of how to determine different types of works of literature. <p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand phonemic rules (such as blends and digraphs). <input type="checkbox"/> Have working knowledge of different types of reference materials.

41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Express ideas in writing. <input type="checkbox"/> Comprehend academic and domain-specific vocabulary. <input type="checkbox"/> Gather supporting data. <input type="checkbox"/> Determine credibility of sources. <input type="checkbox"/> Utilize multiple sources to support ideas and claims. <input type="checkbox"/> Organize and categorize important information. <input type="checkbox"/> Discuss the purpose and credibility of information from various sources. <input type="checkbox"/> Discuss the ideas.

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

Examples: dictionaries, glossaries

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Have a basic understanding of the function of different reference materials. <input type="checkbox"/> Understand the phonemic spelling rules. <input type="checkbox"/> Using context clues to determine word meaning when multiple means are available.

Grade 6

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ State the POV, purpose, connotative and technical word meanings.
- ☐ State the central and supporting ideas.

2. Make inferences and draw logical conclusions from the content and structures of informational texts, including comparison and contrast, problem and solution, claims and evidence, cause and effect, description, and sequencing.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Compare and contrast content in informational texts.
- ☐ Identify a problem and solution in informational texts.
- ☐ Identify a cause and effect in informational texts.
- ☐ Identify claims and evidence in informational texts.
- ☐ Make inference based off the content of informational texts.

3. Explain how authors use setting, plot, characters, theme, conflict, dialogue, and point of view to contribute to the meaning and purpose of prose and poetry, using textual evidence from the writing.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify setting, plot, characters, theme, conflict, dialogue, and point of view.
- ☐ State the meaning and purpose of prose and poetry.
- ☐ Find text evidence from writing to support their ideas about prose and poetry.

4. Describe the use of literary devices in prose and poetry, including simile, metaphor, personification, onomatopoeia, hyperbole, tone, imagery, irony, symbolism, and mood, and indicate how they support interpretations of the text.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify similes, metaphors, personification, onomatopoeia, hyperbole, imagery, and mood in prose and poet-state how one of those literary devices; -affect the story/poem.
5. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical choices regarding point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the central and supporting ideas in recorded or live presentations. <input type="checkbox"/> Determine the author's point of view, purpose and figurative word meanings.
6. Support interpretations of recorded or live presentations by examining the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify hyperbole, tone, symbolism, imagery, mood, iron and onomatopoeia.
7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. <ul style="list-style-type: none"> a. Write narratives incorporating key literary elements, including characters, plot, setting, point of view, resolution of a conflict, dialogue, and sensory details. b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings. c. Write an argument to convince the reader to take an action or adopt a position, stating a claim and supporting the claim with relevant, well-organized evidence from credible sources. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Write routinely and independently for various amounts of time. a. <input type="checkbox"/> Write narratives to include characters, setting, plot, point of view and resolution of conflict.

	b. <ul style="list-style-type: none"> <input type="checkbox"/> Write informative text with grade specific domain words. <input type="checkbox"/> Organized structure. <input type="checkbox"/> Point of view. <input type="checkbox"/> Additional information. <input type="checkbox"/> Logical relationships. c. <ul style="list-style-type: none"> <input type="checkbox"/> Write an argument. <input type="checkbox"/> State a claim and supporting claims with evidence.
8. Participate in collaborative discussions using information from a source.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Orally present information and original ideas clearly.
9. Participate in collaborative discussions about literary devices and elements found in prose and poetry.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Express ideas clearly and effectively to diverse partners and groups.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

10. Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Examples: online academic journals, social media, blogs, podcasts

Learning Objectives

Prior Knowledge

☐ Coming soon!

☐ Determine credibility and appropriateness of a research source by distinguishing between fact and author's opinion in digital sources.

11. Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.

Learning Objectives

Prior Knowledge

☐ Coming soon!

☐ Utilize written, visual, digital and interactive texts to create literal questions; - answer literal and interpretive questions.

12. Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.

Learning Objectives

Prior Knowledge

☐ Coming soon!

☐ Choose digital products that are appropriate in subject and purpose for a particular audience and occasion.

13. Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.

Examples: social media posts, blog posts, podcast episodes, infographics

Learning Objectives

Prior Knowledge

☐ Coming soon!

☐ Stand in front of class.
☐ Research information.
☐ Speak clearly.
☐ Organize thoughts with help of graphic organizers.

14. Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Include ideas in digital format with attention to subject, occasion, audience, and purpose.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

15. Identify the conventions of standard English grammar and usage in published texts.

a. Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.

b. Evaluate pronoun usage for number and case.

Examples: subjective, objective, possessive

c. Identify common errors in pronoun usage.

Examples: person, number, ambiguous antecedents

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Identify subject/verb agreement in published text.

☐ Identify capitalization and punctuation in published texts.

a.

☐ Name nouns, pronouns, verbs, adjectives, and adverbs in particular sentences and illustrate their function.

☐ Locate subjects, verbs, adjectives, and adverbs in various texts and classify.

☐ Indicate an understanding of pronouns, adjectives, fragments, and run-ons.

b.

☐ Identify subjective, objective and possessive pronouns.

c.

☐ Match common correct and incorrect pronoun usage.

16. Identify the conventions of standard English capitalization, punctuation, and spelling in published texts.

a. Identify commas, parentheses, and dashes that are used to set off nonrestrictive or parenthetical elements in texts from various genres.

Examples: poetry, informational texts, narratives

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Identify capitalization in published texts.

☐ Identify punctuation in published texts.

a.

	<input type="checkbox"/> Identify commas, parentheses, and dashes. <input type="checkbox"/> Use commas to set off nonrestrictive elements. <input type="checkbox"/> Name various genres of texts.
17. Assess a speaker’s organizational choices to determine point of view, purpose, and effectiveness.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify patterns in a speaker's point of view. <input type="checkbox"/> Show purpose in a speaker's organizational choices. <input type="checkbox"/> Interpret effectiveness in a speaker's organizational choices.
18. Identify a speaker’s correct usage of language, including subject-verb agreement and pronouns.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Correctly label a speaker's basic subject-verb agreement. <input type="checkbox"/> List a speaker's simple use of subject-verb agreement involving pronouns.
19. Demonstrate command of standard English grammar, usage, and mechanics when writing. a. Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements. b. Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. c. Compose and revise writing by using various pronouns and their antecedents correctly. <i>Examples: personal, intensive, reflexive, demonstrative, relative, interrogative, indefinite</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use proper subject/verb agreement when writing. <input type="checkbox"/> Use correct punctuation when writing. a. <input type="checkbox"/> Identify commas, parentheses, and dashes. <input type="checkbox"/> Use commas to set off nonrestrictive elements. b. <input type="checkbox"/> Identify and show the correct usage for commas. <input type="checkbox"/> Correctly use apostrophes. <input type="checkbox"/> Identify and distinguish when to properly use quotation marks. c. <input type="checkbox"/> Distinguish a personal pronoun and its antecedent. <input type="checkbox"/> Name intensive pronouns with their antecedents.

	<input type="checkbox"/> Categorize a reflexive pronoun and its antecedent.
20. Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define formal and informal. <input type="checkbox"/> Identify formal and informal writing. <input type="checkbox"/> Define style and tone.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Illustrate a primary and a secondary source.
- ☐ Define plagiarism.
- ☐ Define ethical guidelines.

22. Assess the relevance, reliability, and validity of information from printed and/or digital texts.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Define relevance and reliability.
- ☐ Compare/contrast printed and digital texts.

23. Use an audio or audio-visual source of information to obtain the answer to a question.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Distinguish between an audio and audio-visual source.
- ☐ Define and audio and audio-visual source.
- ☐ Make observations through various sources to answer wh- questions.

24. Write about research findings independently over short and/or extended periods of time.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Make research observations over short periods of time.
- ☐ Identify, state, and match findings.
- ☐ Construct a paragraph, with help, about the research findings.

25. Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.

Example: MLA, APA

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Quote information from sources following a given citation style with guidance and support. <input type="checkbox"/> Paraphrase information from sources following a given citation style with guidance and support. <input type="checkbox"/> Summarize information from sources following a given citation style with guidance and support.
26. Utilize research findings to communicate relevant details, opinions, and ideas about a topic or text in oral presentations. a. Answer questions in discussions about their research findings.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recall various forms of communication. <input type="checkbox"/> Distinguish between fact and opinion; relevant and irrelevant. <input type="checkbox"/> Define appropriate/inappropriate behaviors for oral presentations. <input type="checkbox"/> Form and post rules for collegial discussions and individual roles.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

27. Discover word meanings by analyzing word parts, examining connotation and denotation, or using print or digital reference tools.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify word meaning by using print or digital reference tools. <input type="checkbox"/> Define connotation and denotation. <input type="checkbox"/> Identify prefix, suffix, and roots of words.

28. Discover word meanings through active listening in various contexts.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use context clues to define unknown words. <input type="checkbox"/> Use a known root word as a clue to define the unknown word.

29. Use academic vocabulary in writing to communicate effectively.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use adjectives and adverbs to describe in writing. <input type="checkbox"/> Use general conversational words in writing. <input type="checkbox"/> Use words that signal actions and emotions in writing.

30. Use vocabulary to create specific reactions or effects when speaking in various classroom and digital situations.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify vocabulary to create a specific reaction or effect when speaking in a given situation. <input type="checkbox"/> List vocabulary to create a specific reaction or effect when speaking in a given situation.

Grade 7

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Define figurative language, connotation, denotation, and tone.
- ☐ Compare figurative word choice with its literal meaning.
- ☐ Identify similes and metaphors within a text.
- ☐ Identify literal and nonliteral meanings of terms in a text.
- ☐ Determine and interpret the meaning of unfamiliar words using context clues.

2. Evaluate how effectively an author uses structures of informational texts, including comparison and contrast, problem and solution, cause and effect, and substantiated or unsubstantiated claims and evidence, to achieve a purpose.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Define drama and plot.
- ☐ Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ☐ Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- ☐ Identify the elements of plot (exposition, rising action, climax, falling action, and resolution).
- ☐ Identify characters, settings, and sequence of events in a text.

3. Explain how the author’s choice of setting, plot, characters, theme, conflict, dialogue, and point of view contribute to and/or enhance the meaning and purpose of prose and poetry, using textual evidence from the writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define theme and summary. <input type="checkbox"/> Determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. <input type="checkbox"/> Locate specific details in a text that support the theme. (e.g., setting, characters, conflict).
4. Evaluate literary devices to support interpretations of literary texts using textual evidence, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, and mood.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define figurative language, connotations, denotations and nuances. <input type="checkbox"/> Identify literal (denotation) and nonliteral (connotation/inferential). <input type="checkbox"/> Meanings of terms in a text. <input type="checkbox"/> Use appropriate figurative language to enhance the sentence (e.g., “Joe is a rotten tomato” as opposed to “Joe is a bad man.”). <input type="checkbox"/> Write word pictures based on images found in magazines, newspaper, or online. <input type="checkbox"/> Identify figurative language within a text.
5. Evaluate rhetorical strategies used to develop central and supporting ideas in recorded or live presentations, including point of view, purpose, comparison, categories, and word meanings (figurative, connotative, and technical).	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Define figurative language, connotation, denotation, text features, and technical meanings. <input type="checkbox"/> Determine and interpret the meaning of unfamiliar words using context clues. <input type="checkbox"/> Identify similes and metaphors within a text. <input type="checkbox"/> Identify literal and nonliteral meanings of terms in a text. <input type="checkbox"/> Identify text features within informational texts, (e.g., Bold words, bullets, italicized words).

6. Evaluate the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Interpret figures of speech (e.g., personification) in context. <input type="checkbox"/> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <input type="checkbox"/> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, wasteful, thrifty).
7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language. <ol style="list-style-type: none"> Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback). Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. Write an argument to defend a position by introducing and supporting claim(s), acknowledging alternate or opposing claims, and presenting reasons and relevant text evidence from accurate and credible sources. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Discuss other writing in various modes that is crafted to suit a specific task and purpose for a particular audience. <input type="checkbox"/> Discuss an appropriate command of language reflective of their grade-level. <ol style="list-style-type: none"> Understand the context and introduce the narrator, characters, or both; - organize an event sequence that unfolds naturally and logically. Use appropriate transitions to clarify the relationships among ideas and concepts.

	<input type="checkbox"/> Use precise language and domain-specific vocabulary to inform about or explain the topic. <input type="checkbox"/> Establish and maintain a formal style. <input type="checkbox"/> Provide a concluding statement or section that follows from the information or explanation presented. c. <input type="checkbox"/> Introduce claim(s) and organize the reasons and evidence clearly. <input type="checkbox"/> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <input type="checkbox"/> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <input type="checkbox"/> Establish and maintain a formal style. <input type="checkbox"/> Provide a concluding statement or section that follows from the argument presented.
8. Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Participate in collaborative discussions using information from a source.
9. Participate in collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Participate in collaborative discussions about literary devices and elements found in prose and poetry.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

10. Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.

Examples: online academic journals, social media, blogs

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.

11. Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose (e.g., speaking to defend or explain a digital poster, multimedia presentation, or video).

12. Determine the intended purposes of techniques used for rhetorical effect in multiple digital sources.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify rhetorical choices in a digital text. <input type="checkbox"/> Discuss the purpose of rhetorical choices in a digital text; discuss the effect of rhetorical choices in a digital text.

13. Interpret language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Interpret language to determine subject, occasion, audience, purpose, and credibility of digital sources, with guidance and support.

14. Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion (e.g., social media posts, blog posts, podcast episodes, infographics).
15. Utilize digital tools and/or products to enhance meaning. <i>Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes; social media platforms</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.
16. Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Determine subject, occasion, audience, purpose, tone, and credibility of digital sources (e.g., online academic journals, social media, blogs, podcasts).

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

17. Identify the conventions of standard English grammar and usage in writing.

- a. Identify subject-verb agreement with compound subjects joined by correlative and coordinating conjunctions and with collective nouns when verb form depends on the rest of the sentence.
- b. Identify the usage of simple, compound, complex, and compound-complex statements and questions to signal differing relationships among ideas in a text.
- c. Evaluate the functions of phrases and clauses in general and their function in specific sentences.

Learning Objectives

Prior Knowledge

☐ Coming soon!

- ☐ Understanding appropriate examples of writing conventions and grammar in texts.
- ☐ Understanding usage of grammar and conventions in texts.
 - a.
 - ☐ Identify subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, and with indefinite pronouns as subjects.
 - b.
 - ☐ Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and so, to help build syntactic awareness and comprehension at the sentence level.
 - c.
 - ☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

18. Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.

- a. Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.

Learning Objectives

Prior Knowledge

☐ Coming soon!

- ☐ Use punctuation (commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements (e.g., poetry, informational text, narratives).

	a. <ul style="list-style-type: none"> <input type="checkbox"/> Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.
19. Evaluate a speaker’s organizational choices to determine point of view, purpose, and effectiveness.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the difference between first person and third person narration, including omniscient and third person limited. <input type="checkbox"/> Use details and examples from a text to indicate what the text explicitly states.
20. Identify a speaker’s formality of language in order to comprehend, interpret, and respond appropriately.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate listening skills and build background knowledge by asking and answering questions about texts read aloud. <input type="checkbox"/> Ask and answer questions using complete sentences and grade-level vocabulary.
21. Create written work using standard English grammar, usage, and mechanics. <ul style="list-style-type: none"> a. Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. b. Construct simple, compound, complex, and compound-complex sentences to represent relationships among ideas. c. Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying grade-level mastery of grammar, usage, and mechanics in written texts. a. <ul style="list-style-type: none"> <input type="checkbox"/> Form and use prepositional phrases and conjunctions. <input type="checkbox"/> Recognize and correct sentence fragments and run-on sentences. <input type="checkbox"/> Use commas, apostrophes, and quotation marks correctly. b. <ul style="list-style-type: none"> <input type="checkbox"/> Manipulate words and/or phrases to create simple and compound sentences, including coordinating conjunctions for, and, nor, but, or, yet, and

	<p>so, to help build syntactic awareness and comprehension at the sentence level.</p> <p>c.</p> <p><input type="checkbox"/> Use effective writing skills (e.g., use correct modifier placement, embedded clauses) to make writing relevant to a given topic and create inference.</p>
22. Choose language that expresses ideas precisely and concisely.	
Learning Objectives	Prior Knowledge
<p><input type="checkbox"/> Coming soon!</p>	<p><input type="checkbox"/> Articulate ideas, claims, and perspectives in a logical sequence, presenting information, findings, and credible evidence from multiple sources and modalities to enhance listeners' understanding.</p>

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

23. Implement ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Cite appropriately when summarizing.

24. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Read to determine if a text is relevant, reliable, or valid.

25. Use active listening to acquire information and assess its relevance and credibility.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.

26. Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.

Examples: a day or two, a single sitting

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Introduce a research topic clearly and group related ideas.
☐ Use textual evidence to support summarization.
☐ Integrate information from several texts on the same topic into presentations of research.

27. Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.
Example: MLA, APA

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Use information obtained through research to quote directly, paraphrase, or summarize.
- ☐ Follow portions of different citation styles when including outside information in writing.
- ☐ Understand plagiarism.

28. Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.
a. Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Introduce a research topic clearly and group related ideas.
- ☐ Integrate and cite evidence to present research findings in written form.
- ☐ Paraphrase portions of texts or information presented in diverse media and formats.
- a.
 - ☐ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, and speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

29. Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

Examples: affixes, Greek and Latin roots, stems; dictionary, thesaurus, glossary

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Interpret words and phrases, including figurative language, as they are used in a text.
- ☐ Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing
- ☐ Shades of meaning in similar or related words, including nouns, verbs, and adjectives.

30. Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.

31. Infer word meaning through active listening in various contexts for purposeful, effective communication.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- ☐ Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

32. Apply vocabulary in writing to convey and enhance meaning.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and interpret various cohesive devices that link words and sentences to one another within the text.

33. Select and utilize effective words and phrases that are suitable for purpose and audience to communicate clearly in a variety of situations.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Choose language that maintains consistency in style and tone in a variety of formal and/or informal settings.

Grade 8

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify allusions, point of view, purpose, comparisons, and categories.
- ☐ Tell figurative, connotative, and technical word meanings.
- ☐ Recognize central and supporting ideas of informational texts.

2. Make complex inferences from the structure and content of a text, including comparison and contrast, problem and solution, cause and effect, and substantiated and unsubstantiated claims and evidence, to draw logical conclusions about the author's perspective.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Compare and/or contrast the content and structure of a text.
- ☐ Identify a problem and solution in a text.
- ☐ Identify a cause and its effects in a text.
- ☐ Identify substantiated and unsubstantiated claims in a text.
- ☐ Identify substantiated and unsubstantiated evidence in a text.
- ☐ Identify the author's perspective in a text.

3. Analyze how authors use key literary elements, including setting, plot, theme, characters, internal and external conflict, dialogue, and point of view, to contribute to the meaning and purpose of a text, using text evidence as support.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify and describe the setting, plot, theme, characters, conflict, dialogue, and point of view of a text using text evidence for support.
- ☐ Identify the purpose of a text.

4. Analyze the use of literary devices, including simile, metaphor, personification, onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion, to support interpretations of literary texts, using textual evidence to support the analysis.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify, describe, and explain similes, metaphors, personification, <input type="checkbox"/> Onomatopoeia, hyperbole, imagery, tone, symbolism, irony, mood, and allusion in literary texts. <input type="checkbox"/> Use text evidence to support the explanation of the use of literary elements in a text.
5. Compare and contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare and contrast fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints.
6. Evaluate the development of central and supporting ideas in recorded or live presentations by examining the speaker's rhetorical strategies and choices regarding point of view, purpose, comparisons, analogies, categories, allusions, and figurative, connotative, and technical word meanings.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Can identify central and supporting ideas of a story. <input type="checkbox"/> Can identify the different tones in the speaker's voice while also knowing the difference between figurative, connotative, and technical word meanings.
7. Critique the speaker's use of hyperbole, tone, symbolism, imagery, mood, irony, and onomatopoeia in a live or recorded presentation.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Can hear/point out the different tones in the author's voice to enhance the story.

8. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.
- Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.
Examples: narratives - memoir, short story, personal narrative; techniques - dialogue, pacing, description, reflection; sequencing - chronological, reverse chronological, flashback
 - Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.
 - Write an argument to defend a position by introducing and supporting a claim, distinguishing the claim from opposing claims, presenting counterclaims and reasons, and citing accurate, relevant textual evidence from credible sources.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Create clear, coherent narrative, argument, informative/explanatory writing with guidance and support if needed.
- ☐ Write according to the development, organization, style, and tone needed with guidance and support if needed.
- ☐ Write according to task, purpose, and audience with guidance and support.
- ☐ Write with an appropriate command of language.
- a.
- ☐ Create a narrative with help to show understanding of narrative techniques and sequencing of events.
- b.
- ☐ Write informative or explanatory text to convey a story with support
- ☐ Can use data and or relevant information along with precise vocabulary with support.
- c.
- ☐ Write or illustrate an argument to defend a position with added support.

9. Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate an understanding collaborative discussion by using information gathered from multiple sources with support.
10. Engage in coherent and collaborative discussions about prose and poetry by evaluating the use of literary devices and elements.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate an understanding by engaging in collaborative discussions with support.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

11. Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and describe the subject, occasion, audience, purpose, and tone in a digital text. <input type="checkbox"/> Identify and describe whether a digital source is credible.

12. Interpret and evaluate language through active listening to determine subject, occasion, audience, purpose, tone, and credibility of digital sources.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate active listening by determining subject, tone and purpose of a story with help.

13. Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Create and edit digital products with support.

14. Utilize digital tools and/or products to enhance meaning.

Examples: hashtags, videos, slide presentations, audio clips, GIFS, memes, clips from social media

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate and understanding by labeling different digital tools with support.

15. Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video on an area of interest

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Show ideas with the help of digital tools with support.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. Examine the use of conventions of standard English grammar and usage in writing.

- a. Identify gerunds, participles, infinitives, and clauses.
- b. Analyze the effects of active and passive voice and shifts in verb tense.
- c. Explain how using simple, compound, complex, or compound-complex statements and questions signals differing relationships among ideas in a text.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify the correct/incorrect usage of English grammar in writing.
 - a.
 - ☐ Identify infinitives and clauses with support.
 - b.
 - ☐ Identify the difference between active and passive voice with support.
 - c.
 - ☐ Demonstrate an understanding of the difference between simple, compound, complex, and compound-complex with support.

17. Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.

- a. Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate an understanding of standard grammar of capitalization, punctuation, and spelling with support.
 - a.
 - ☐ Identify the difference between commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes with support.

18. Analyze a speaker’s formality of language in order to comprehend, interpret, and respond appropriately. <i>Examples: active/passive voice, diction, syntax</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify when the speaker’s formal language changes to make a point with support.
19. Evaluate a speaker’s rhetorical and organizational choices in order to determine point of view, purpose, and effectiveness.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify when the speaker is being rhetorical and organizational with support.
20. Produce writing that shows a command of standard English grammar, usage, and mechanics. <ol style="list-style-type: none"> Construct verbals (gerunds, participles, and infinitives) in pieces of writing, including isolated sentences, paragraphs, and essays. Compose writing using verbs in active and passive voice to establish mood. Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons. Construct simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Form and use verbs in context in the indicative, imperative, interrogative, conditional, and subjunctive moods. Recognize and correct inappropriate shifts in verb tense. 	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the proper and/or improper usage of standard English grammar and mechanics. <ol style="list-style-type: none"> <input type="checkbox"/> Build complex sentences with support. <input type="checkbox"/> Use an active or passive voice when writing or speaking with support.

	<p>c.</p> <p><input type="checkbox"/> Revise their own writing by adding or taking away of commas, quotation marks, or apostrophes with support.</p> <p>d.</p> <p><input type="checkbox"/> Build a simple or complex sentences with support.</p> <p>e.</p> <p><input type="checkbox"/> Use verbs in the correct context with support.</p> <p>f.</p> <p><input type="checkbox"/> Can identify when a verb has been used the wrong way with support.</p>
21. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Can identify when specific language is used in the correct format to express an idea with support

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

22. Apply ethical guidelines while finding and recording information from a variety of primary, secondary, and digital sources.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Can identify ethical guidelines used when recording information from other sources with support.

23. Determine the relevance, reliability, and validity of information from nonfiction and fictional printed and/or digital texts.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Identify the difference between fiction and nonfiction writing with support.

24. Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Demonstrate the use of active listening skills by identifying different key points in orally presented information with support.

25. Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.

Examples: a day or two, a single sitting

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Write or create an understanding of information learned over a period with support.

26. Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Quote and appropriately cite researched materials. <input type="checkbox"/> Paraphrase and appropriately cite researched materials. <input type="checkbox"/> Summarize and appropriately cite researched materials.
27. Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify information to answer questions about the research process with support. <input type="checkbox"/> Can participate in formal and informal discussions with support.

VOCABULARY LITERACY

Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.

28. Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.

Examples: affixes, stems, Greek and Latin roots

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use word parts, context clues, connotation/denotation, and/or reference tools to determine the meaning of a word.

29. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify between science, social studies, and other academic disciplines with support. <input type="checkbox"/> Identify specific words within the specific academic disciplines.

30. Analyze and connect word meanings through active listening in various contexts for purposeful, effective communication.

Examples: classroom discussion, oral presentations, digital formats

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate active listening through effective communication with support.

31. Integrate effective vocabulary into writing to create specific effects and communicate purposefully.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify effective vocabulary to enhance the speaker's voice with support.

32. Utilize appropriate vocabulary in various classroom, digital, and real-world situations to facilitate effective communication.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Identify appropriate vocabulary in various classroom, digital, and real-world situations to engage in effective communication.

Grade 9

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles through 1599.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Analyze literary text.
- ☐ Evaluate literary text.
- ☐ Analyze informational text.
- ☐ Evaluate literary text.
- ☐ Discuss how culture affects author's perspective.
- ☐ Identify cultural perspective represented in text.
- ☐ List possible cultural perspectives.
- ☐ Define cultural perspective.

2. Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.

Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify a graphic text.
- ☐ Construct inferences about graphic texts.

3. Analyze how an author's cultural perspective influences style, language, and themes.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify cultural influence of text.
- ☐ Identify style of text.
- ☐ Identify language of text.
- ☐ Identify theme of text.
- ☐ Identify author's cultural perspective.

4. Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain the difference between connotation and denotation. <input type="checkbox"/> Identify different points of view in a text. <input type="checkbox"/> Explain the difference between direct and indirect characterization.
5. Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain how different organizational structures contribute to the meaning of a text. <input type="checkbox"/> Give an example of a theme in a text; -identify the tone in a text.
6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Contrast fiction and nonfiction. <input type="checkbox"/> Contrast informational text and functional texts. <input type="checkbox"/> Compare fiction and nonfiction texts. <input type="checkbox"/> Compare informational text and functional texts. <input type="checkbox"/> Compare nonfiction texts and informational texts. <input type="checkbox"/> Define point of view as related to text. <input type="checkbox"/> Discuss how historical events affect point of view. <input type="checkbox"/> Discuss how culture affect point of view. <input type="checkbox"/> Discuss how points of view are changed by the author's global perspective. <input type="checkbox"/> Define point of view as related to a text.
7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify domain-specific words in non-ELA texts.

	<input type="checkbox"/> Explain the content organization structure and characteristics of non-ELA texts.
8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify speaker's purpose. <input type="checkbox"/> Identify the tone of a speaker. <input type="checkbox"/> Define tone as related to a speaker. <input type="checkbox"/> Identify the organizational style of a speaker. <input type="checkbox"/> Define the meaning of organizational style. <input type="checkbox"/> Identify content by answering basic comprehension questions. <input type="checkbox"/> Identify non-verbal cues. <input type="checkbox"/> Define non-verbal cues. <input type="checkbox"/> Demonstrate understanding of what is meant by credibility. <input type="checkbox"/> Identify speaker. <input type="checkbox"/> Attend to the reading of text. <input type="checkbox"/> Present as active listener.
<p>9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.</p> <p><i>Examples: paragraphs, constructed responses, essays</i></p> <p>a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.</p> <p><i>Examples: dialogue, pacing, description, reflection</i></p> <p>b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.</p> <p><i>Examples: relevant and sufficient facts, extended definitions, concrete details, quotations</i></p> <p>c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.</p>	

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the characteristics of a narrative, informative/explanatory, and argumentative texts. a. <input type="checkbox"/> Write a short memoir about a personal experience. <input type="checkbox"/> Write a narrative essay based on a personal experience. <input type="checkbox"/> Establish a clear purpose for writing. <input type="checkbox"/> List narrative techniques. <input type="checkbox"/> Identify narrative techniques. <input type="checkbox"/> Develop a timeline for a fictional narrative. <input type="checkbox"/> Develop a timeline of a personal event. <input type="checkbox"/> Put events of a story in chronological order. b. <input type="checkbox"/> Cite evidence from text to support claim. <input type="checkbox"/> Identify how transitions develop topic of text. <input type="checkbox"/> Identify transitions in text. <input type="checkbox"/> Identify topic of text. <input type="checkbox"/> Identify the meaning of objectivity. c. <input type="checkbox"/> Write valid arguments to support claims. <input type="checkbox"/> Define argument, reasoning, validity, and fallacy. <input type="checkbox"/> Assess if reasoning is sound. <input type="checkbox"/> Assess if evidence is relevant and sufficient. <input type="checkbox"/> Identify main idea using evidence and reasoning from the text. <input type="checkbox"/> Identify false statements from a text. <input type="checkbox"/> Identify transitions in a text.
10. Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> List examples of credible sources. <input type="checkbox"/> Identify examples of diverse media. <input type="checkbox"/> Give examples of how to present research findings.

11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.

Learning Objectives

☐ Coming soon!

Prior Knowledge

☐ Apply a format and process for respectful collaborative discussion.

☐ Give examples of supportive evidence to use in a collaborative discussion.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

12. Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Identify a digital text.
- ☐ Apply criteria for determining credible sources.
- ☐ Recognize the subject, occasion, audience, purpose, and tone in a digital text.

13. Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Determine subject of a digital audio source.
- ☐ Determine credibility of digital audio source.
- ☐ Determine purpose of digital audio source.
- ☐ Determine tone of digital audio source; -attend to digital audio source.

14. Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Create digital text.
- ☐ Edit digital text created by a peer.
- ☐ Identify intended purpose for creating digital texts.
- ☐ Identify intended audience for creating digital texts.
- ☐ Identify intended occasion for creating digital texts.

15. Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Distinguish between a collaborative presentation and a group presentation.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify poetry, prose, historical, business, informational texts, and workplace documents.
- ☐ Explain how an author's rhetorical style changes based on the type of text.

17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate comprehension of spoken text by answering questions.
- ☐ Respond appropriately to spoken words.
- ☐ Identify the formality of a written text.
- ☐ Identify the formality of a spoken text.

18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Determine speaker's point of view.
- ☐ Determine speaker's purpose.
- ☐ Identify speaker's rhetorical choices.
- ☐ Identify speaker's aesthetic.
- ☐ Identify speaker's organizational choices.
- ☐ Demonstrate comprehension of spoken text.
- ☐ Identify topic of spoken text.
- ☐ Identify speaker.
- ☐ Attend to a speaker.

19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
a. Exhibit stylistic consistency in writing.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify correct usage of punctuation, capitalization, spelling, verbs, pronouns and modifiers, as well as effective sentence structure. a. <input type="checkbox"/> Write short text demonstrating consistency in style. <input type="checkbox"/> Edit short text for style consistency. <input type="checkbox"/> Determine if written text demonstrates consistency in style. <input type="checkbox"/> Identify style of spoken text.

20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Adapt speech to purpose. <input type="checkbox"/> Adapt speech to audience. <input type="checkbox"/> Identify audience of speech. <input type="checkbox"/> Identify purpose of speech. <input type="checkbox"/> Identify context of speech. <input type="checkbox"/> Demonstrate standard English grammar in speech. <input type="checkbox"/> Identify appropriateness of spoken language sample.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Defend a position using given information.
- ☐ Solve a problem, using given information.
- ☐ Cite textual evidence to support the answer to a question.
- ☐ Answer a question using given information.
- ☐ Determine usefulness of information.
- ☐ Determine relevance of information.
- ☐ Determine the credibility of information.

22. Use a variety of search tools and research strategies.

Examples: library databases, search engines; keyword search, boolean search

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Use search tool to answer a given question.
- ☐ Use search tool to research area of interest.
- ☐ Identify search tools.

23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Obtain information from audio source.
- ☐ Use audio sources to defend a given position.
- ☐ Use audio sources to solve a given problem.
- ☐ Use audio sources to answer a question.
- ☐ Determine if information obtained from an audio source is credible.
- ☐ Identify audio sources.

24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain what ethical research practices are. <input type="checkbox"/> Produce writing that incorporates the conventions of language.
25. Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide. <i>Examples: MLA, APA</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare information from two sources. <input type="checkbox"/> Quote at least two sources. <input type="checkbox"/> Paraphrase information from source. <input type="checkbox"/> Summarize information from source. <input type="checkbox"/> Cite source in order to answer a question. <input type="checkbox"/> Identify rules of a particular style guide.
26. Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Solve a stated problem using scholarly source. <input type="checkbox"/> Write answer to research question citing scholarly source. <input type="checkbox"/> Answer research question using scholarly source. <input type="checkbox"/> Identify research question. <input type="checkbox"/> Identify clear position on a topic. <input type="checkbox"/> Identify a scholarly source.

27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Present research findings, to target audience, using standard English language and grammar. <input type="checkbox"/> Use responsible and ethical research practices to answer a given question. <input type="checkbox"/> Demonstrate understanding of responsible and ethical research practice. <input type="checkbox"/> Articulate using standard English language and grammar. <input type="checkbox"/> Identify target audience. <input type="checkbox"/> Identify purpose of research.

Grade 10

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various cultural perspectives, with an emphasis on works originating outside the United States and the British Isles from 1600 to the present.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Know techniques for analyzing the meaning of a text.
- ☐ Know explicit details are used to support a textual analysis.
- ☐ Know inferences are used to support a textual analysis.
- ☐ Know the strength of an analysis depends upon relevance and thoroughness of supporting evidence.
- ☐ Know vocabulary: explicit, analysis, relevance.

2. Analyze and evaluate information from graphic texts to draw conclusions, defend claims, and make decisions.
Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Know qualities of an objective summary.
- ☐ Know themes or central ideas are developed over the course of a text.
- ☐ Know texts use particular details including to develop, shape, and refine meaning.

3. Analyze how an author's cultural perspective influences style, language, and themes.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Know qualities of an objective summary.
- ☐ Know themes or central ideas are developed over the course of a text.
- ☐ Know texts use particular details including to develop, shape, and refine meaning.

4. Interpret an author's use of characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Explain the difference between connotation and denotation.
- ☐ Identify different points of view in a text.
- ☐ Explain the difference between direct and indirect characterization.

5. Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Explain how different organizational structures contribute to the meaning of a text.
- ☐ Give an example of a theme in a text.
- ☐ Identify the tone in a text.

6. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade-level literary focus.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Contrast fiction and nonfiction.
- ☐ Contrast informational text and functional texts.
- ☐ Compare fiction and nonfiction texts.
- ☐ Compare informational text and functional texts.
- ☐ Compare nonfiction texts and informational texts.
- ☐ Define point of view as related to text.
- ☐ Discuss how historical events affect point of view.
- ☐ Discuss how culture affect point of view.
- ☐ Discuss how points of view are changed by the author's global perspective.
- ☐ Define point of view as related to a text.

7. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify domain-specific words in non-ELA texts.

	<input type="checkbox"/> Explain the content organization structure and characteristics of non-ELA texts.
8. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify speaker's purpose. <input type="checkbox"/> Identify the tone of a speaker. <input type="checkbox"/> Define tone as related to a speaker. <input type="checkbox"/> Identify the organizational style of a speaker. <input type="checkbox"/> Define the meaning of organizational style. <input type="checkbox"/> Identify content by answering basic comprehension questions. <input type="checkbox"/> Identify non-verbal cues. <input type="checkbox"/> Define non-verbal cues. <input type="checkbox"/> Demonstrate understanding of what is meant by credibility. <input type="checkbox"/> Identify speaker. <input type="checkbox"/> Attend to the reading of text. <input type="checkbox"/> Present as active listener.
9. Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. <i>Examples: paragraphs, constructed responses, essays</i> a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose, using narrative techniques, and sequencing events coherently. <i>Examples: dialogue, pacing, description, reflection; chronological order, reverse chronological order, flashbacks</i> b. Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics. <i>Examples: specific facts, examples, details, statistics/data, examples appropriate to the audience's knowledge of the topic</i>	

- c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, appropriate transitions, and a concluding section that follows from and supports the information presented.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the characteristics of a narrative, informative/explanatory, and argumentative texts. a. <input type="checkbox"/> Write a short memoir about a personal experience. <input type="checkbox"/> Write a narrative essay based on a personal experience. <input type="checkbox"/> Establish a clear purpose for writing. <input type="checkbox"/> List narrative techniques. <input type="checkbox"/> Identify narrative techniques. <input type="checkbox"/> Develop a timeline for a fictional narrative. <input type="checkbox"/> Develop a timeline of a personal event. <input type="checkbox"/> Put events of a story in chronological order. <input type="checkbox"/> Identify flashbacks in a text. b. <input type="checkbox"/> Explain how an author uses reasons and evidence to support particular points in informational text. c. <input type="checkbox"/> Trace and evaluate the argument and specific claims in literary nonfiction, distinguishing claims that are supported by reasons and evidence from claims that are not.
10. Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> List examples of credible sources. <input type="checkbox"/> Identify examples of diverse media. <input type="checkbox"/> Give examples of how to present research findings.

11. Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Apply a format and process for respectful collaborative discussion. <input type="checkbox"/> Give examples of supportive evidence to use in a collaborative discussion.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

12. Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify a digital text.
- ☐ Apply criteria for determining credible sources.
- ☐ Recognize the subject, occasion, audience, purpose, and tone in a digital text.

13. Interpret a digital audio source to determine subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.

14. Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Retell a story or informative text through the use of multimedia components (graphics, images, music, or sounds).

15. Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Distinguish between a collaborative presentation and a group presentation.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

16. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify poetry, prose, historical, business, informational texts, and workplace documents.
- ☐ Explain how an author's rhetorical style changes based on the type of text.

17. Classify formality of language in order to comprehend, interpret, and respond appropriately.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate knowledge of subject-verb agreement, prepositional phrases, inverted word order, indefinite pronouns, compound subjects, correlative and coordinating conjunctions, and collective nouns.
- ☐ Demonstrate knowledge of verbal's (gerunds, participles, infinitives).
- ☐ Demonstrate knowledge of active and passive voice with verbs.
- ☐ Demonstrate knowledge of verb forms (indicative, imperative, interrogative, conditional, and subjunctive).
- ☐ Ensure subject-verb and pronoun-antecedent agreement.
- ☐ Use complete sentences when speaking and writing for class activities.

18. Analyze a speaker's rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.

Examples: Analyze Mahatma Gandhi's "Quit India" speech.

Analyze "The Appeal of 18 June" by Charles de Gaulle.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Utilize digital media to make engaging audio recordings of stories or poems using visual displays to show facts and details.
- ☐ Follow the guidelines or rubrics for speaking in front of others and engage in these behaviors on a regular basis with all oral communication.
- ☐ Retell a story or informative text using multimedia components (graphics, images, music, or sounds).

19. Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.
- a. Exhibit stylistic consistency in writing.

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"><input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Identify correct usage of punctuation, capitalization, spelling, verbs, pronouns and modifiers, as well as effective sentence structure.a.<ul style="list-style-type: none"><input type="checkbox"/> Include an appropriate introduction and conclusion.<input type="checkbox"/> Sustain a formal style when appropriate.<input type="checkbox"/> Use written expression to draft and revise compositions with attention to voice, tone, selection of information, embedded phrases and clauses that clarify meaning, vivid and precise vocabulary, figurative language, and sentence variety.<input type="checkbox"/> Recognize terms illustrative of tone in mentor texts and student writing; - apply revising procedures in peer and self-review, including rereading, reflecting, rethinking, and rewriting to clarify, elaborate, and make more precise.<input type="checkbox"/> Revise drafts for improvement using teacher assistance, peer collaboration, and growing independence.<input type="checkbox"/> Vary sentence structure by using coordinating conjunctions.<input type="checkbox"/> Use subordinating conjunctions to form complex sentences.<input type="checkbox"/> Incorporate variety into sentences using simple, compound, and compound-complex sentences, including, but not limited to coordination, subordination, and modifier.

20. Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions when indicated or appropriate.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Adapt speech to purpose.
- ☐ Adapt speech to audience.
- ☐ Identify audience of speech.
- ☐ Identify purpose of speech.
- ☐ Identify context of speech.
- ☐ Demonstrate standard English grammar in speech.
- ☐ Identify appropriateness of spoken language sample.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

21. Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Defend a position using given information.
- ☐ Solve a problem, using given information.
- ☐ Cite textual evidence to support the answer to a question.
- ☐ Answer a question using given information.
- ☐ Determine usefulness of information.
- ☐ Determine relevance of information.
- ☐ Determine the credibility of information.

22. Use a variety of search tools and research strategies to locate credible sources.

Examples: library databases, search engines; keyword search, boolean search

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Use search tool to answer a given question.
- ☐ Use search tool to research area of interest.
- ☐ Identify search tools.

23. Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Obtain information from audio source.
- ☐ Use audio sources to defend a given position.
- ☐ Use audio sources to solve a given problem.
- ☐ Use audio sources to answer a question.
- ☐ Determine if information obtained from an audio source is credible.
- ☐ Identify audio sources.

24. Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain what ethical research practices are. <input type="checkbox"/> Produce writing that incorporates the conventions of language.
25. Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide. <i>Examples: MLA, APA</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare information from two sources. <input type="checkbox"/> Quote at least two sources. <input type="checkbox"/> Paraphrase information from source. <input type="checkbox"/> Summarize information from source. <input type="checkbox"/> Cite source in order to answer a question. <input type="checkbox"/> Identify rules of a particular style guide.
26. Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Solve a stated problem using scholarly source. <input type="checkbox"/> Write answer to research question citing scholarly source. <input type="checkbox"/> Answer research question using scholarly source. <input type="checkbox"/> Identify research question. <input type="checkbox"/> Identify clear position on a topic. <input type="checkbox"/> Identify a scholarly source.

27. Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Present research findings, to target audience, using standard English language and grammar.
- ☐ Use responsible and ethical research practices to answer a given question.
- ☐ Demonstrate understanding of responsible and ethical research practice.
- ☐ Articulate using standard English language and grammar.
- ☐ Identify target audience.
- ☐ Identify purpose of research.

Grade 11

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and informational texts written from various points of view and cultural perspectives, with an emphasis on works of American literature.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Understand points of view.
- ☐ Understand the difference between characters and narrators.
- ☐ Understand that the character can be a narrator.
- ☐ Understand how to identify who the narrator is.
- ☐ Understand how stories can be told by characters or narrators (and how a character can also be a narrator).
- ☐ Understand what 1st person point of view is, how to identify it, and how it affects what details are revealed.
- ☐ Understand what 3rd person point of view is, how to identify it, and how it affects what details are revealed.
- ☐ Understand how to compare and contrast stories written in 1st and 3rd person points of view.
- ☐ Understand how the point of view can affect stories and how we learn specific details only because of the point of view used.
- ☐ Understand how an outside narrator can have limited information or more information than a character who is narrating.
- ☐ Recognize situations that may cause a character to be biased in his or her retelling of a story.
- ☐ Understand and recognize that stories written in 1st person point of view can be told through multiple perspectives.
- ☐ Explain how a story or event is influenced or affected by the point of view and/or perspective.
- ☐ Understand how to compare and contrast the same story or event told through various points of view and/or perspectives.

	<input type="checkbox"/> Understand and explain how a story might be different if told through a different point of view or character's perspective. <input type="checkbox"/> Rewrite a section of a story or a story from another point of view (1st vs. 3rd) or another character (1st vs. 1st). <input type="checkbox"/> Demonstrate the ability to tell the difference between when the narrator is narrating and when a character is speaking through dialogue. <input type="checkbox"/> Demonstrate the ability to compare and contrast. <input type="checkbox"/> Understand cultural perspectives. <input type="checkbox"/> Understand the difference of American literature.
2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare multiple graphic texts to identify similarities and differences. <input type="checkbox"/> Use data from graphic texts to draw conclusions, defend claims, and make decisions.
3. Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Analyze how context and language structures convey an author's intent and viewpoint. <input type="checkbox"/> Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. <input type="checkbox"/> Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses. <input type="checkbox"/> Evaluate how specific word choices, syntax, tone, and voice support the author's purpose. <input type="checkbox"/> Analyze the use of dramatic conventions in American literature. <input type="checkbox"/> Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). <input type="checkbox"/> Compare/contrast literary and informational nonfiction texts.

4. Analyze how an author uses characterization, figurative language, literary elements, and point of view to create and convey meaning.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words.
- ☐ Separate and recombine known word parts to predict the meaning of unfamiliar words.
- ☐ Recognize, understand, use, and explain the impact of figurative language including simile, metaphor, personification, and hyperbole.
- ☐ Distinguish among the connotations of words with similar denotations.
- ☐ Recognize that synonyms may have different connotations (e.g., elderly and mature; youthful and juvenile, inexpensive and cheap).
- ☐ Use context as a clue to the meaning of a word or phrase.
- ☐ Consult word reference materials to find the pronunciation of a word or determine/clarify meanings.
- ☐ Recognize the elements of narrative structure including.
- ☐ Identify and distinguish between first- and third-person point-of-view.
- ☐ Distinguish between narrative prose and poetic forms, including haiku, limerick, ballad, free verse, couplet, and quatrain.
- ☐ Differentiate between a variety of fictional genres including short story, novel, and drama.
- ☐ Determine the theme(s) of a text and analyze its development over the course of the text.
- ☐ Provide an objective summary of the text.
- ☐ Analyze an author's choice and use of literary devices, including foreshadowing and irony.
- ☐ Analyze elements of an author's style.
- ☐ Recognize and analyze the impact of an author's choice of sound devices.
- ☐ Compare and contrast two or more texts on the same topic or with similar themes.
- ☐ Use evidence from the text(s) for support when drawing conclusions, making inferences.

	<input type="checkbox"/> Analyze how an individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
5. Evaluate structural and organizational details in literary, nonfiction/informational, digital, and multimodal texts to determine how genre supports the author's purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Differentiate archetypes that are common in American literature, including but not limited to hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat. <input type="checkbox"/> Analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint. <input type="checkbox"/> Analyze point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry.

	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. <input type="checkbox"/> Compare how poems of the same form use elements—sound, figurative language, imagery, symbols, and allusions—differently to convey meaning. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical questions; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Coming soon! 	<ul style="list-style-type: none"> <input type="checkbox"/> Use roots or affixes to determine or clarify the meaning of words. <input type="checkbox"/> Demonstrate an understanding of and explain common idioms. <input type="checkbox"/> Use prior reading knowledge and other study to identify and explain the meaning of literary and classical allusions. <input type="checkbox"/> Demonstrate understanding of figurative language, word relationships, and connotations in word meanings. <input type="checkbox"/> Construct meaning from text by making connections between what they already know and the new information they read. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Compare and contrast a variety of literary works from different cultures and eras, including but not limited to short stories, poems, plays, novels, essays, and literary nonfiction.

	<ul style="list-style-type: none"> <input type="checkbox"/> Explain similarities and differences among literary genres from different cultures, such as including but not limited to sonnets, myths, novels, graphic novels, and short stories. <input type="checkbox"/> Analyze the different character roles in literary texts (e.g., foil, tragic hero). <input type="checkbox"/> Analyze how indirect characterization reveal(s) nuances of character and advances the plot. <input type="checkbox"/> Analyze universal themes, including but not limited to struggle with nature, survival of the fittest, coming of age, power of love, loss of innocence, struggle with self, disillusionment with life, the effects of progress, power of nature, alienation and isolation, honoring the historical past, good overcoming evil, tolerance of the atypical; the great journey, noble sacrifice, the great battle, love and friendship, and revenge. <input type="checkbox"/> Analyze works of literature for historical information about the period in which they were written. <input type="checkbox"/> Describe common archetypes that pervade literature including but not limited to hero/heroine; trickster; outsider/outcast; rugged individualist; shrew/vampiric male; innocent; caretaker; rebel; misfit; scapegoat; lonely orphan. <input type="checkbox"/> Examine a literary selection from several different critical perspectives. <input type="checkbox"/> Analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, allusion, allegory, paradox). <input type="checkbox"/> Analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, understatement). <input type="checkbox"/> Analyze a particular point of view or cultural experience reflected in a literary work. <input type="checkbox"/> Compare and contrast literary devices that convey a poem's message and elicit a reader's emotions. <input type="checkbox"/> Interpret and paraphrase the meanings of selected poems. <input type="checkbox"/> Identify and describe dramatic conventions. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes.
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	<input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Analyze and critique themes and issues within and across texts related to: - differentiate archetypes that are common in American literature, including but not limited to hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat. <input type="checkbox"/> Analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint. <input type="checkbox"/> Analyze point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry.

	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. <input type="checkbox"/> Compare how poems of the same form use elements—sound, figurative language, imagery, symbols, and allusions—differently to convey meaning. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Coming soon! 	<ul style="list-style-type: none"> <input type="checkbox"/> Activate background knowledge to understand handbooks and manuals. <input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze and use a variety of persuasive techniques and rhetorical devices including but not limited to ethos, pathos, logos, claims/counterclaims, false premises, ad hominem arguments, begging the question, strawman etc. <input type="checkbox"/> Organize and synthesize information from paired texts while maintaining the intended purpose of each. <input type="checkbox"/> Analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including but not limited to ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement.

	<input type="checkbox"/> Identify how authors use rhetorical devices to create ethos, pathos, and logos. <input type="checkbox"/> Identify different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions. <input type="checkbox"/> Compare and contrast how complex texts treat the same topics. <input type="checkbox"/> Provide an objective summary of the text. <input type="checkbox"/> Analyze how a variety of logical arguments could reach conflicting conclusions. <input type="checkbox"/> Evaluate the relevance and quality of evidence used to support a claim and address a counterclaim. <input type="checkbox"/> Analyze and identify false premises that intentionally manipulate audiences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Activate background knowledge to understand handbooks and manuals. <input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze and use a variety of persuasive techniques and rhetorical devices including but not limited to ethos, pathos, logos, claims/counterclaims, false premises, ad hominem arguments, begging the question, strawman etc. <input type="checkbox"/> Organize and synthesize information from paired texts while maintaining the intended purpose of each. <input type="checkbox"/> Analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including but not limited to ambiguity,

	<p>contradiction, paradox, irony, hyperbole, overstatement, and understatement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how authors use rhetorical devices to create ethos, pathos, and logos. <input type="checkbox"/> Identify different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions. <input type="checkbox"/> Compare and contrast how complex texts treat the same topics. <input type="checkbox"/> Provide an objective summary of the text. <input type="checkbox"/> Analyze how a variety of logical arguments could reach conflicting conclusions. <input type="checkbox"/> Evaluate the relevance and quality of evidence used to support a claim and address a counterclaim. <input type="checkbox"/> Analyze and identify false premises that intentionally manipulate audiences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
10. Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.	
Learning Objectives	Prior Knowledge
<ul style="list-style-type: none"> <input type="checkbox"/> Coming soon! 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate knowledge of persuasive/argumentative, reflective, interpretive or analytical writing. <input type="checkbox"/> Identify narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance meaning. <input type="checkbox"/> Consider whether the claim is logical, meaningful, and expresses a position in an argument. <input type="checkbox"/> Identify phrases and clauses for sentence variety. <input type="checkbox"/> Determine the best information to support a position/argument. <input type="checkbox"/> Apply strategies to identify credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments.

☐ Assess and strengthen the quality of writing through revision.

11. Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.

Examples: paragraphs, constructed responses, essays

a. Incorporate narrative techniques in other modes of writing as appropriate.

Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development

b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.

c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence, making rhetorical choices that convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive or analytical.
- ☐ Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing.
- ☐ Refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument.
- ☐ Use phrases and clauses for sentence variety.
- ☐ Write persuasively/argumentatively organizing reasons logically and effectively.
- ☐ Analyze sources and determine the best information to support a position/argument.
- ☐ Utilize credible, current research and expert opinions to support a position/argument.
- ☐ Identify counterclaims and use counterarguments.
- ☐ Compare/contrast and select evidence from multiple texts to strengthen a position/argument.

	<ul style="list-style-type: none"> <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. <input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge. <p>a.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compose with attention to central idea, unity, elaboration, and organization. <input type="checkbox"/> Analyze and use mentor texts as models for writing. <input type="checkbox"/> Use narrative techniques, such as pacing, and description, to develop experiences, events, and/or characters. <p>b.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Refine the thesis by considering whether the explanation is logical and meaningful. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support writing. <input type="checkbox"/> Utilize credible, current research and expert opinions to support writing. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen the writing. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
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| | <ul style="list-style-type: none"> <input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge. <p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. <input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge. |
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12. Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- ☐ Offer and seek summary statements of ideas.
- ☐ Select vocabulary, tone, and style with audience and purpose in mind.
- ☐ State points clearly and directly.
- ☐ Maintain a focused discussion.
- ☐ Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
- ☐ Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
- ☐ Engage others in conversations by posing and responding to questions in a group situation.
- ☐ Exercise flexibility and willingness in making compromises to accomplish a common goal.
- ☐ Use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.

13. Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- ☐ Offer and seek summary statements of ideas.
- ☐ Select vocabulary, tone, and style with audience and purpose in mind.
- ☐ State points clearly and directly.
- ☐ Maintain a focused discussion.

	<input type="checkbox"/> Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. <input type="checkbox"/> Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. <input type="checkbox"/> Engage others in conversations by posing and responding to questions in a group situation. <input type="checkbox"/> Evaluate media messages for content, intent, and impact. <input type="checkbox"/> Analyze and critique how media reach the targeted audience for specific purposes. <input type="checkbox"/> Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends. <input type="checkbox"/> Analyze how the media's use of symbol, imagery, and metaphor affects the message. <input type="checkbox"/> Avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
14. Participate in collaborative discussions involving multiple cultural and literary perspectives, responding to, contributing to, building upon, and questioning the ideas of others with relevant, appropriate evidence and commentary.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Contribute relevant ideas, opinions, and feelings in large and small diverse groups. <input type="checkbox"/> Offer and seek summary statements of ideas. <input type="checkbox"/> Select vocabulary, tone, and style with audience and purpose in mind. <input type="checkbox"/> State points clearly and directly. <input type="checkbox"/> Maintain a focused discussion. <input type="checkbox"/> Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. <input type="checkbox"/> Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.

	<ul style="list-style-type: none"><input type="checkbox"/> Engage others in conversations by posing and responding to questions in a group situation.<input type="checkbox"/> Exercise flexibility and willingness in making compromises to accomplish a common goal.<input type="checkbox"/> Use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.
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DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources to include digital.<input type="checkbox"/> Use a variety of primary and secondary sources of information.<input type="checkbox"/> Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.<input type="checkbox"/> Synthesize information in a logical sequence.<input type="checkbox"/> Document sources using MLA or APA style, including in-text citation and corresponding works cited list.<input type="checkbox"/> Incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.

16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
Examples: words, music, sound effects

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Analyze and critique themes across texts (including audible) and within various social, cultural, and historical contexts.<input type="checkbox"/> Analyze and critique themes and issues within and across texts related to religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.<input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.<input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint in audible communications.

	<input type="checkbox"/> Analyze point of view and distinguish what is directly stated from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Deconstruct and analyze the elements of a variety of media to include images, sound and animation. <input type="checkbox"/> Identify elements of media literacy: authorship, format, audience, content, purpose. <input type="checkbox"/> Recognize that production elements in media are composed based on audience and purpose to create specific effects. <input type="checkbox"/> Identify persuasive techniques in the media including but not limited to name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonials, appeal to prestige, snobbery, or plain folks, and appeal to emotions. <input type="checkbox"/> Analyze a media message considering what techniques have been used and their purpose and impact and how they are supported by images, sound and animations. <input type="checkbox"/> Recognize and identify opinions in the media and how they are supported by images, sound and animations.

	<input type="checkbox"/> Recognize and identify facts in the media and how they are supported by images, sound and animations. <input type="checkbox"/> Analyze media messages for facts, opinions, persuasive message, word choice, and viewpoints and how images, sound and animation enhance the message. <input type="checkbox"/> Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes using images, sound or animation.
18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Articulate the purpose of the presentation. <input type="checkbox"/> Select and narrow the topic with attention to time limits and audience. <input type="checkbox"/> Prepare the presentation, using strategies including, but not limited to note cards, outlines, formal written report, and questions and answers. <input type="checkbox"/> Select and use appropriate vocabulary for audience and purpose. <input type="checkbox"/> Define technical terms. <input type="checkbox"/> Include multimedia to clarify presentation information. <input type="checkbox"/> Rehearse both alone and with a coach. <input type="checkbox"/> Use a rubric or checklist to evaluate presentations. <input type="checkbox"/> Answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. <input type="checkbox"/> Work effectively with diverse groups. <input type="checkbox"/> Exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Evaluate the author's use of complete sentences with appropriate punctuation, including the punctuation of dialogue and the punctuation between dependent and independent clauses.
- ☐ Evaluate the author's use of use punctuation (comma, ellipsis, dash) to indicate a pause or break and how it contributes to the meaning.
- ☐ Evaluate the author's use of an ellipsis to indicate an omission and how it contributes to the meaning.
- ☐ Evaluate the author's use of diagram sentences with phrases and clauses and how it contributes to the meaning.
- ☐ Evaluate the author's use of singular verbs with singular subjects and plural verbs with plural subjects.
- ☐ Evaluate the author's use of singular pronouns to refer to a singular antecedent and a plural pronoun to refer to a plural antecedent.
- ☐ Evaluate the author's use of objective pronouns in prepositional phrases with compound objects.
- ☐ Evaluate the author's use of tense (present, past, future) throughout an entire paragraph or text.
- ☐ Evaluate the author's use of comparative and superlative adjectives.
- ☐ Evaluate the author's use of comparative and superlative adverbs.
- ☐ Evaluate the author's use of punctuated transitional words, such as furthermore, however, since, and next.
- ☐ Evaluate the author's use of conjunctions, such as either/or and neither/nor.
- ☐ Evaluate the author's use of embedded quotations from other sources and how it contributes to the meaning.

	<input type="checkbox"/> Evaluate the author's use of quotation marks correctly with dialogue and how it contributes to the meaning.
20. Analyze the formality of language in a variety of audible sources in order to comprehend, interpret, and respond appropriately.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Recognize the purpose of writing as narrative, persuasive, expository, reflective or analytical in a variety of sources. <input type="checkbox"/> Recognize embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing. <input type="checkbox"/> Identify the thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay. <input type="checkbox"/> Recognize rhetorical appeals, to establish credibility and persuade intended audience. <input type="checkbox"/> Identify embedded clauses for sentence variety in a variety of sources. <input type="checkbox"/> Recognize persuasively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and how they are used to support counterarguments that address claims. <input type="checkbox"/> Identify evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques.

21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze how authors use rhetoric to advance their point of view. <input type="checkbox"/> Identify the main idea(s) in informational text. <input type="checkbox"/> Identify essential details in complex informational passages. <input type="checkbox"/> Locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. <input type="checkbox"/> Interpret and understand information presented in maps, charts, timelines, tables, and diagrams. <input type="checkbox"/> Make inferences and draw conclusions from informational text. <input type="checkbox"/> Synthesize information across multiple informational texts.

22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.

a. Exhibit stylistic complexity and sophistication in writing.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing. <input type="checkbox"/> Create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay. <input type="checkbox"/> Use effective rhetorical appeals, to establish credibility and persuade intended audience. <input type="checkbox"/> Use embedded clauses for sentence variety. <input type="checkbox"/> Write persuasively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument.

	<input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments that address claims. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques. <input type="checkbox"/> Distinguish between active voice and passive voice to convey a desired effect. <input type="checkbox"/> Know and apply the rules for the use of a colon. <input type="checkbox"/> Edit and revise for parallel structure and complex sentences. <input type="checkbox"/> Use peer- and self-evaluation to edit writing. <input type="checkbox"/> Proofread and prepare writing for intended audience and purpose. <input type="checkbox"/> Correct grammatical and usage errors.
23. Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate. <i>Examples: student-led conference, public meeting, community-based group</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain organizational structure of a speech. <input type="checkbox"/> Explain how the purpose of the speech changes according to the authentic audience.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.

a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Apply criteria for determining credible sources.
- ☐ Use technology, along with other resources, to gather information from various sources.
- ☐ Organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
- ☐ Use organizational patterns/techniques, such as:
 - comparison/contrast;
 - chronological order;
 - spatial layout;
 - cause and effect;
 - definition;
 - order of importance;
 - explanation;
 - enumeration; and
 - problem/solution.
- ☐ Evaluate sources for their credibility, reliability, strengths, and limitations.
- ☐ Demonstrate ability to distinguish between reliable and unreliable sources.
- ☐ Distinguish one's own ideas from information created or discovered by others.
- a.
 - ☐ Identify the different formats and purposes of informational and technical texts.
 - ☐ Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.

	<input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. <input type="checkbox"/> Analyze how authors use. <input type="checkbox"/> Identify essential details in complex informational texts. <input type="checkbox"/> Interpret and analyze information presented in maps, charts, timelines, tables, and diagrams. <input type="checkbox"/> Make inferences and draw conclusions from complex informational texts. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
25. Use a variety of search tools and research strategies to locate credible sources. <i>Examples: library databases, search engines; keyword search, boolean search</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Apply criteria for determining credible sources; Use technology, along with other resources, to gather information from various sources. <input type="checkbox"/> Organize information and maintain coherence throughout the writing based on the topic, purpose, and audience; use organizational patterns/techniques, such as: <ul style="list-style-type: none"> ▪ comparison/contrast; ▪ chronological order; ▪ spatial layout; ▪ cause and effect; ▪ definition; ▪ order of importance; ▪ explanation; ▪ enumeration; and ▪ problem/solution. <input type="checkbox"/> Evaluate sources for their credibility, reliability, strengths, and limitations.

	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate ability to distinguish between reliable and unreliable sources. <input type="checkbox"/> Distinguish one's own ideas from information created or discovered by others. <input type="checkbox"/> Identify the different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text. <input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. <input type="checkbox"/> Analyze how authors use. <input type="checkbox"/> Identify essential details in complex informational texts. <input type="checkbox"/> Interpret and analyze information presented in maps, charts, timelines, tables, and diagrams. <input type="checkbox"/> Make inferences and draw conclusions from complex informational texts. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read. <input type="checkbox"/> Use primary sources such as original documents or firsthand or eyewitness accounts of an event. <input type="checkbox"/> Use secondary sources, which provide analysis, interpretation, or evaluation of the original information. <input type="checkbox"/> Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. <input type="checkbox"/> Conduct short research projects to answer a question drawing on several sources and generating questions. <input type="checkbox"/> Document using a standard form such as MLA or APA.
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	<input type="checkbox"/> Avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Evaluate media messages for content, intent, and impact. <input type="checkbox"/> Analyze and critique how media reach the targeted audience for specific purposes. <input type="checkbox"/> Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends. <input type="checkbox"/> Analyze how the media's use of symbol, imagery, and metaphor affects the message. <input type="checkbox"/> Avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources. <input type="checkbox"/> Use a variety of primary and secondary sources of information. <input type="checkbox"/> Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. <input type="checkbox"/> Synthesize information in a logical sequence. <input type="checkbox"/> Document sources using MLA or APA style, including in-text citation and corresponding works cited list. <input type="checkbox"/> Incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.

28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none">□ Coming soon!	<ul style="list-style-type: none">□ Understand that a primary source is an original document or a firsthand or eyewitness account of an event.□ Understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.□ Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.□ Embed quotations from other sources with skill and accuracy.□ Evaluate the validity and authenticity of texts, using questions such as:<ul style="list-style-type: none">▪ Does the source appear in a reputable publication?▪ Is the source free from bias? Does the writer have something to gain from his opinion?▪ Does the information contain facts for support?▪ Is the same information found in more than one source?□ Conduct short research projects to answer a question drawing on several sources and generating questions.□ Use computer technology to research, organize, evaluate, and communicate information.□ Document using a standard form such as MLA or APA.□ Avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.

29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate the purpose of writing.
- ☐ Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing.
- ☐ Refine the writing by considering whether it is logical, meaningful, and expresses the writer's position in an argument.
- ☐ Use phrases and clauses for sentence variety.
- ☐ Write persuasively/argumentatively organizing reasons logically and effectively.
- ☐ Analyze sources and determine the best information to support a position/argument.
- ☐ Utilize credible, current research and expert opinions to support a position/argument.
- ☐ Identify counterclaims and use counterarguments.
- ☐ Compare/contrast and select evidence from multiple texts to strengthen a position/argument.
- ☐ Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
- ☐ Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims.
- ☐ Assess and strengthen the quality of writing through revision.
- ☐ Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- ☐ Select an appropriate audience by analyzing assumptions, values, and background knowledge.

30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Participate in a range of discussions building on others' ideas and clearly stating thoughts, opinions, and information.<input type="checkbox"/> Follow rules for discussions and assigned group roles.<input type="checkbox"/> Participate as active listeners in group learning activities.<input type="checkbox"/> Participate as informed contributors in group learning activities.<input type="checkbox"/> Collaborate with diverse teams while respecting individual contributions.<input type="checkbox"/> Work independently on group-related tasks.<input type="checkbox"/> Demonstrate appropriate eye contact with listeners.<input type="checkbox"/> Use appropriate facial expressions and gestures to support, accentuate, or dramatize the message.<input type="checkbox"/> Speak clearly at an understandable pace.<input type="checkbox"/> Use acceptable posture according to the setting and the audience.<input type="checkbox"/> Select information that develops the topic and is appropriate for the audience.<input type="checkbox"/> Report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or theme.<input type="checkbox"/> Narrow the topic.<input type="checkbox"/> Put information in order, providing an overview of the information at the beginning or a summary of the information at the end.<input type="checkbox"/> Use multimodal tools to enhance presentations.<input type="checkbox"/> Use specific vocabulary and style to enhance oral presentations.<input type="checkbox"/> Demonstrate and understand responsible and ethical use of technology to include explores appropriate and safe sites for learning and research.<input type="checkbox"/> Understand copyright law, fair use act and creative commons matter.<input type="checkbox"/> Help prevent cyberbullying.<input type="checkbox"/> Demonstrates virtual social etiquette.

Grade 12

CRITICAL LITERACY

Process and employ information for a variety of academic, occupational, and personal purposes.

1. Read, analyze, and evaluate complex literary and historical texts written from particular points of view or cultural experiences, with an emphasis on works of literature from the British Isles.
 - a. Read, analyze, and evaluate a play by William Shakespeare, including an examination of its contributions to the English language and its influences on other works of literature.

Learning Objectives

- ☐ Coming soon!

Prior Knowledge

- ☐ Use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
- ☐ Analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts; - analyze the representation of a subject or a key scene in two different media.
- ☐ Identify the literary characteristics of specific eras.
- ☐ Recognize major themes and issues related to.
- ☐ Distinguish between what is explicitly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement.
- ☐ Analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc.
- ☐ Explain how the choice of words in a poem creates tone.
- ☐ Explain how the reader's response to the poem is manipulated by imagery, figures of speech, and diction (word choice).
- ☐ Compare and contrast traditional and contemporary poetry and drama from many cultures.
- ☐ Explain how a dramatist uses dialogue to reveal the theme of a drama.

	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax, or crisis, falling action, and resolution/denouement among plays from various cultures. <p>a.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Analyze and critique themes and issues within and across texts related to religious diversity; political struggles; ethnic and cultural morals and traditions; and individual rights, gender equity, and civil rights. Differentiate archetypes that are common in American literature, including but not limited to hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat. <input type="checkbox"/> Analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to: The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint. <input type="checkbox"/> Analyze point of view and distinguish what is stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.
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	<input type="checkbox"/> Compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism. connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
2. Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions. <i>Examples: tables, graphs, charts, digital dashboards, flow charts, timelines, forms, maps, blueprints</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Compare multiple graphic texts to identify similarities and differences. <input type="checkbox"/> Use data from graphic texts to draw conclusions, defend claims, and make decisions.
3. Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify how context and language structures convey an author's intent and viewpoint. <input type="checkbox"/> Identify how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. <input type="checkbox"/> Identify how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses. <input type="checkbox"/> Identify how specific word choices, syntax, tone, and voice support the author's purpose. <input type="checkbox"/> Identify the use of dramatic conventions in American literature.

	<input type="checkbox"/> Identify, generate, and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). <input type="checkbox"/> Identify and compare/contrast literary and informational nonfiction texts.
4. Evaluate an author's use of characterization, figurative language, literary elements, and point of view to create and convey meaning.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify different points of view in a text. <input type="checkbox"/> Explain the difference between direct and indirect characterization.
5. Evaluate structural and organizational details in texts to determine the author's purpose, including cases in which the meaning is ironic or satirical.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks. <input type="checkbox"/> Identify how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Identify how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Identify and differentiate archetypes that are common in American literature, including but not limited to: hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat. <input type="checkbox"/> Identify major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to: The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Identify the author's viewpoints and beliefs, and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Identify how the use of context and language structures conveys an author's intent and viewpoint.

	<input type="checkbox"/> Identify point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Identify, compare, and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. <input type="checkbox"/> Identify and compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. <input type="checkbox"/> Identify the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism. connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Identify and compare two or more texts on the same topic or with similar themes. <input type="checkbox"/> Identify and use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
6. Analyze a text's explicit and implicit meanings to make inferences about its theme and determine the author's purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify a text's explicit and implicit meaning. <input type="checkbox"/> Identify a text's theme. <input type="checkbox"/> Identify the author's purpose.
7. Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global viewpoints, not limited to the grade level literary focus.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Use appropriate reading strategies to approach different genres and reading tasks.

	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss how the subject matter, style, genre, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written. <input type="checkbox"/> Analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. <input type="checkbox"/> Analyze and critique themes across texts and within various social, cultural, and historical contexts. <input type="checkbox"/> Analyze and critique themes and issues within and across texts related to: - differentiate archetypes that are common in American literature, including but not limited to hero/heroine; trickster; outsider/outcast; shrew; rebel; misfit; scapegoat. <input type="checkbox"/> Analyze major themes in American literature through the perspective of various social, cultural, and historical contexts, including but not limited to The American Dream; loss of innocence; coming of age; relationship with nature; alienation and isolation; and rebellion and protest. <input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. <input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint. <input type="checkbox"/> Analyze point of view and distinguish what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. <input type="checkbox"/> Compare how poems of the same form use elements—sound, figurative language, imagery, symbols, and allusions—differently to convey meaning. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes.
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	<input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
8. Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify domain-specific words in non-ELA texts. <input type="checkbox"/> Explain the content organization structure and characteristics of non-ELA texts.
9. Follow instructions in technical materials to complete a specific task. <i>Example: Read and follow instructions for formatting a document.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Activate background knowledge to understand handbooks and manuals. <input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts. <input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing. <input type="checkbox"/> Analyze and use a variety of persuasive techniques and rhetorical devices including but not limited to ethos, pathos, logos, claims/counterclaims, false premises, ad hominem arguments, begging the question, strawman etc. <input type="checkbox"/> Organize and synthesize information from paired texts while maintaining the intended purpose of each. <input type="checkbox"/> Analyze how authors use persuasive techniques and rhetorical devices to advance their purpose including but not limited to ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement. <input type="checkbox"/> Identify how authors use rhetorical devices to create ethos, pathos, and logos.

	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze information from multiple texts to make inferences and draw conclusions. <input type="checkbox"/> Compare and contrast how complex texts treat the same topics. <input type="checkbox"/> Provide an objective summary of the text. <input type="checkbox"/> Analyze how a variety of logical arguments could reach conflicting conclusions. <input type="checkbox"/> Evaluate the relevance and quality of evidence used to support a claim and address a counterclaim. <input type="checkbox"/> Analyze and identify false premises that intentionally manipulate audiences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
10. Determine through active listening the purpose, credibility, and effectiveness of a speaker or multiple sources of information by evaluating tone, organization, content, and verbal and non-verbal cues and identifying any fallacious reasoning or distorted evidence.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate knowledge of persuasive/argumentative, reflective, interpretive or analytical writing. <input type="checkbox"/> Identify narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance meaning. <input type="checkbox"/> Consider whether the claim is logical, meaningful, and expresses a position in an argument. <input type="checkbox"/> Identify phrases and clauses for sentence variety. <input type="checkbox"/> Determine the best information to support a position/argument. <input type="checkbox"/> Apply strategies to identify credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments. <input type="checkbox"/> Assess and strengthen the quality of writing through revision.

11. Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.
- a. Incorporate narrative techniques into other modes of writing as appropriate.
Examples: flashback, anecdote, foreshadowing, story-telling, sensory details, character development
- b. Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.
- c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, making intentional rhetorical choices to convey a specific tone or style, including intentional transitions, and providing a logical conclusion that captures the larger implications of the topic or text.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> List the components of a paragraph and an essay. <input type="checkbox"/> Demonstrate editing skills within short and extended products. a. <input type="checkbox"/> Compose with attention to central idea, unity, elaboration, and organization. <input type="checkbox"/> Analyze and use mentor texts as models for writing. <input type="checkbox"/> Use narrative techniques, such as pacing, and description, to develop experiences, events, and/or characters. b. <input type="checkbox"/> Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive, or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Refine the thesis by considering whether the explanation is logical and meaningful. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support writing.

	<ul style="list-style-type: none"> <input type="checkbox"/> Utilize credible, current research and expert opinions to support writing; - compare/contrast and select evidence from multiple texts to strengthen the writing. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge. <p>c.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the purpose of writing as persuasive/argumentative, reflective, interpretive, or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing. <input type="checkbox"/> Refine the thesis by considering whether the claim is logical, meaningful, and expresses the writer's position in an argument. <input type="checkbox"/> Use phrases and clauses for sentence variety. <input type="checkbox"/> Write persuasively/argumentatively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims.
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	<input type="checkbox"/> Assess and strengthen the quality of writing through revision. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Select an appropriate audience by analyzing assumptions, values, and background knowledge.
12. Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Contribute relevant ideas, opinions, and feelings in large and small diverse groups. <input type="checkbox"/> Offer and seek summary statements of ideas. <input type="checkbox"/> Select vocabulary, tone, and style with audience and purpose in mind. <input type="checkbox"/> State points clearly and directly. <input type="checkbox"/> Maintain a focused discussion. <input type="checkbox"/> Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed. <input type="checkbox"/> Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views. <input type="checkbox"/> Engage others in conversations by posing and responding to questions in a group situation. <input type="checkbox"/> Exercise flexibility and willingness in making compromises to accomplish a common goal. <input type="checkbox"/> Use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.

13. Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Explain examples of diverse media.
- ☐ Apply criteria for determining credible sources.
- ☐ Organize source information to present orally.

14. Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Contribute relevant ideas, opinions, and feelings in large and small diverse groups.
- ☐ Offer and seek summary statements of ideas.
- ☐ Select vocabulary, tone, and style with audience and purpose in mind.
- ☐ State points clearly and directly.
- ☐ Maintain a focused discussion.
- ☐ Ask clarifying questions and respond appropriately to others' questions in order to encourage discussion, foster understanding, and bring the discussion back to the topic when needed.
- ☐ Provide feedback to other group members, acknowledge new insights expressed by others, and when justified, modify their own views.
- ☐ Engage others in conversations by posing and responding to questions in a group situation.
- ☐ Exercise flexibility and willingness in making compromises to accomplish a common goal.
- ☐ Use a variety of strategies to actively listen and show attentiveness, including focusing attention to the speaker and providing appropriate feedback.

DIGITAL LITERACY

Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.

15. Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Identify and narrow a topic for research and develop a plan to locate and collect relevant information from diverse sources to include digital.<input type="checkbox"/> Use a variety of primary and secondary sources of information.<input type="checkbox"/> Identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.<input type="checkbox"/> Synthesize information in a logical sequence.<input type="checkbox"/> Document sources using MLA or APA style, including in-text citation and corresponding works cited list.<input type="checkbox"/> Incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.

16. Analyze elements of audible communications and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility of digital sources.
Examples: words, music, sound effects

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Analyze and critique themes across texts (including audible) and within various social, cultural, and historical contexts.<input type="checkbox"/> Analyze and critique themes and issues within and across texts related to religious diversity; political struggles; ethnic and cultural mores and traditions; and individual rights, gender equity, and civil rights.<input type="checkbox"/> Analyze texts to identify the author's viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.<input type="checkbox"/> Describe how the use of context and language structures conveys an author's intent and viewpoint in audible communications.

	<input type="checkbox"/> Analyze point of view and distinguish what is directly stated from what is really meant (e.g., satire, irony, sarcasm, understatement). <input type="checkbox"/> Use poetic elements to explain, analyze, and evaluate poetry. <input type="checkbox"/> Describe the language choices and devices that authors use including but not limited to rhetorical question; sarcasm; satire; parallelism; connotation/denotation; pun; irony; tone; dialect; diction; and figurative language. <input type="checkbox"/> Compare and contrast two or more texts on the same topic or with similar themes. <input type="checkbox"/> Use evidence from the text(s) for support when drawing conclusions, making inferences. <input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.
17. Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Deconstruct and analyze the elements of a variety of media to include images, sound and animation. <input type="checkbox"/> Identify elements of media literacy: authorship, format, audience, content, purpose. <input type="checkbox"/> Recognize that production elements in media are composed based on audience and purpose to create specific effects. <input type="checkbox"/> Identify persuasive techniques in the media including but not limited to name calling or innuendo, glittering generalities or card stacking, bandwagon, testimonials, appeal to prestige, snobbery, or plain folks, and appeal to emotions. <input type="checkbox"/> Analyze a media message considering what techniques have been used and their purpose and impact and how they are supported by images, sound and animations. <input type="checkbox"/> Recognize and identify opinions in the media and how they are supported by images, sound and animations.

	<input type="checkbox"/> Recognize and identify facts in the media and how they are supported by images, sound and animations. <input type="checkbox"/> Analyze media messages for facts, opinions, persuasive message, word choice, and viewpoints and how images, sound and animation enhance the message. <input type="checkbox"/> Create and publish media messages, such as public service announcements aimed at a variety of audiences with different purposes using images, sound or animation.
18. Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion. <i>Examples: speaking to defend or explain a digital poster, multimedia presentation, or video in an area of interest related to college or career choices.</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Articulate the purpose of the presentation. <input type="checkbox"/> Select and narrow the topic with attention to time limits and audience. <input type="checkbox"/> Prepare the presentation, using strategies including, but not limited to note cards, outlines, formal written report, and questions and answers. <input type="checkbox"/> Select and use appropriate vocabulary for audience and purpose. <input type="checkbox"/> Define technical terms. <input type="checkbox"/> Include multimedia to clarify presentation information. <input type="checkbox"/> Rehearse both alone and with a coach. <input type="checkbox"/> Use a rubric or checklist to evaluate presentations. <input type="checkbox"/> Answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas. <input type="checkbox"/> Work effectively with diverse groups. <input type="checkbox"/> Exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.

LANGUAGE LITERACY

Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.

19. Interpret how an author's grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Identify poetry, prose, historical, business, informational texts, and workplace documents.
- ☐ Explain how an author's rhetorical style changes based on the type of text.

20. Evaluate the formality of language in a variety of audible sources to comprehend, interpret, and respond appropriately.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Recognize the purpose of writing as narrative, persuasive, expository, reflective or analytical in a variety of sources.
- ☐ Recognize embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing.
- ☐ Identify the thesis statement that focuses the essay, expresses the writer's position in an argument, or explains the purpose of the essay.
- ☐ Recognize rhetorical appeals, to establish credibility and persuade intended audience.
- ☐ Identify embedded clauses for sentence variety in a variety of sources.
- ☐ Recognize persuasively organizing reasons logically and effectively.
- ☐ Analyze sources and determine the best information to support a position/argument.
- ☐ Utilize credible, current research and expert opinions to support a position/argument.
- ☐ Identify counterclaims and how they are used to support counterarguments that address claims.
- ☐ Identify evidence from multiple texts to strengthen a position/argument.
- ☐ Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

	<input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques.
21. Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view, purpose, and effectiveness.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Identify the different formats and purposes of informational and technical texts. <input type="checkbox"/> Analyze how authors use rhetoric to advance their point of view. <input type="checkbox"/> Identify the main idea(s) in informational text. <input type="checkbox"/> Identify essential details in complex informational passages. <input type="checkbox"/> Locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. <input type="checkbox"/> Interpret and understand information presented in maps, charts, timelines, tables, and diagrams. <input type="checkbox"/> Make inferences and draw conclusions from informational text. <input type="checkbox"/> Synthesize information across multiple informational texts.
22. Apply conventions of standard English grammar, mechanics, and usage, including appropriate formality of language, to communicate effectively with a target audience.	
a. Exhibit stylistic complexity and sophistication in writing.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Demonstrate the purpose of writing as narrative, persuasive, expository, reflective or analytical. <input type="checkbox"/> Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences or characters and enhance writing. <input type="checkbox"/> Create a thesis statement that focuses the essay, expresses the writer’s position in an argument, or explains the purpose of the essay.

	<input type="checkbox"/> Use effective rhetorical appeals, to establish credibility and persuade intended audience. <input type="checkbox"/> Use embedded clauses for sentence variety. <input type="checkbox"/> Write persuasively organizing reasons logically and effectively. <input type="checkbox"/> Analyze sources and determine the best information to support a position/argument. <input type="checkbox"/> Utilize credible, current research and expert opinions to support a position/argument. <input type="checkbox"/> Identify counterclaims and use counterarguments that address claims. <input type="checkbox"/> Compare/contrast and select evidence from multiple texts to strengthen a position/argument. <input type="checkbox"/> Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <input type="checkbox"/> Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education. <input type="checkbox"/> Develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques. <input type="checkbox"/> Distinguish between active voice and passive voice to convey a desired effect. <input type="checkbox"/> Know and apply the rules for the use of a colon. <input type="checkbox"/> Edit and revise for parallel structure and complex sentences. <input type="checkbox"/> Use peer- and self-evaluation to edit writing. <input type="checkbox"/> Proofread and prepare writing for intended audience and purpose. <input type="checkbox"/> Correct grammatical and usage errors.
23. Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English. <i>Examples: student-led conference, public meeting, community-based group</i>	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Explain organizational structure of a speech. <input type="checkbox"/> Explain how the purpose of the speech changes according to the authentic audience.

RESEARCH LITERACY

Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.

24. Evaluate the credibility of sources in terms of authority, relevance, accuracy, and purpose.

a. Assess the usefulness of written information to answer a research question, solve a problem, or take a position.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Apply criteria for determining credible sources.<ul style="list-style-type: none">a.<input type="checkbox"/> Identify the different formats and purposes of informational and technical texts.<input type="checkbox"/> Analyze and synthesize information from multiple texts while maintaining the intended purpose of each original text.<input type="checkbox"/> Analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.<input type="checkbox"/> Recognize the non-linear, fragmented, and graphic elements found in informational and technical writing.<input type="checkbox"/> Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.<input type="checkbox"/> Analyze how authors use.<input type="checkbox"/> Identify essential details in complex informational texts.<input type="checkbox"/> Interpret and analyze information presented in maps, charts, timelines, tables, and diagrams.<input type="checkbox"/> Make inferences and draw conclusions from complex informational texts.<input type="checkbox"/> Demonstrate comprehension and apply strategies to write about what is read.

25. Use a variety of search tools and research strategies to locate and acquire credible, relevant, and useful information.

Examples: library databases, search engines; keyword search, boolean search

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Use primary sources such as original documents or a firsthand or eyewitness accounts of an event.

	<input type="checkbox"/> Use secondary sources, which provide analysis, interpretation, or evaluation of the original information. <input type="checkbox"/> Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary. <input type="checkbox"/> Evaluate the validity and credibility of information, using questions such as: conduct short research projects to answer a question drawing on several sources and generating questions. <input type="checkbox"/> Document using a standard form such as MLA or APA. <input type="checkbox"/> Avoid plagiarism and its consequences by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
26. Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Evaluate media messages for content, intent, and impact. <input type="checkbox"/> Analyze and critique how media reach the targeted audience for specific purposes. <input type="checkbox"/> Analyze media to determine the cause/ effect relationship(s) between media coverage and public opinion trends. <input type="checkbox"/> Analyze how the media's use of symbol, imagery, and metaphor affects the message. <input type="checkbox"/> Avoid plagiarism by giving credit whenever using another person's media, facts, statistics, graphics, images, music and sounds, quotations, or paraphrases of another person's words.
27. Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.	
Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<input type="checkbox"/> Apply responsible and ethical research practices. <input type="checkbox"/> Synthesize information from multiple sources. <input type="checkbox"/> Demonstrate appropriate use of the conventions of language.

28. Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.

Examples: MLA, APA

Learning Objectives	Prior Knowledge
<ul style="list-style-type: none">□ Coming soon!	<ul style="list-style-type: none">□ Understand that a primary source is an original document or a firsthand or eyewitness account of an event.□ Understand that a secondary source discusses information originally presented somewhere else. Secondary sources provide analysis, interpretation, or evaluation of the original information.□ Use a variety of strategies to generate notes and determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary.□ Embed quotations from other sources with skill and accuracy.□ Evaluate the validity and authenticity of texts, using questions such as:<ul style="list-style-type: none">▪ Does the source appear in a reputable publication?▪ Is the source free from bias? Does the writer have something to gain from his opinion?▪ Does the information contain facts for support?▪ Is the same information found in more than one source?□ Conduct short research projects to answer a question drawing on several sources and generating questions.□ Use computer technology to research, organize, evaluate, and communicate information.□ Document using a standard form such as MLA or APA.□ Avoid plagiarism, give credit whenever using another person's idea or opinion, facts, statistics, graphs, drawings, quotations, or paraphrases of another person's words.

29. Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

Learning Objectives

☐ Coming soon!

Prior Knowledge

- ☐ Demonstrate the purpose of writing.
- ☐ Develop and apply embedded narrative techniques, such as dialogue, description, and pacing to develop experiences and enhance writing.
- ☐ Refine the writing by considering whether it is logical, meaningful, and expresses the writer's position in an argument.
- ☐ Use phrases and clauses for sentence variety.
- ☐ Write persuasively/argumentatively organizing reasons logically and effectively.
- ☐ Analyze sources and determine the best information to support a position/argument.
- ☐ Utilize credible, current research and expert opinions to support a position/argument.
- ☐ Identify counterclaims and use counterarguments.
- ☐ Compare/contrast and select evidence from multiple texts to strengthen a position/argument.
- ☐ Revise writing for clarity and quality of information to effectively match the intended audience and purpose of a workplace and/or postsecondary education.
- ☐ Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims.
- ☐ Assess and strengthen the quality of writing through revision.
- ☐ Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- ☐ Select an appropriate audience by analyzing assumptions, values, and background knowledge.

30. Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

Learning Objectives	Prior Knowledge
<input type="checkbox"/> Coming soon!	<ul style="list-style-type: none"><input type="checkbox"/> Participate in a range of discussions building on others' ideas and clearly stating thoughts, opinions, and information.<input type="checkbox"/> Follow rules for discussions and assigned group roles.<input type="checkbox"/> Participate as active listeners in group learning activities.<input type="checkbox"/> Participate as informed contributors in group learning activities.<input type="checkbox"/> Collaborate with diverse teams while respecting individual contributions.<input type="checkbox"/> Work independently on group-related tasks.<input type="checkbox"/> Demonstrate appropriate eye contact with listeners.<input type="checkbox"/> Use appropriate facial expressions and gestures to support, accentuate, or dramatize the message.<input type="checkbox"/> Speak clearly at an understandable pace.<input type="checkbox"/> Use acceptable posture according to the setting and the audience.<input type="checkbox"/> Select information that develops the topic and is appropriate for the audience.<input type="checkbox"/> Report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or theme.<input type="checkbox"/> Narrow the topic.<input type="checkbox"/> Put information in order, providing an overview of the information at the beginning or a summary of the information at the end.<input type="checkbox"/> Use multimodal tools to enhance presentations.<input type="checkbox"/> Use specific vocabulary and style to enhance oral presentations.<input type="checkbox"/> Demonstrate and understand responsible and ethical use of technology to include explores appropriate and safe sites for learning and research.<input type="checkbox"/> Understand copyright law, fair use act and creative commons matter.<input type="checkbox"/> Help prevent cyberbullying.<input type="checkbox"/> Demonstrates virtual social etiquette.