

Kindergarten
Reading Literature

Standard		Kindergarten
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.	Provides questions and/or answers that show understanding of key details in a text. (e.g., who, what, where, when, why, how)
RL.PK.2	With prompting and support, retell familiar stories or poems.	Provides a retelling of a familiar story, including key details. (e.g., who, what, where, when, why, how)
RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.	Provides an identification of characters in a story. Provides an identification of setting(s) in a story. Provides an identification of major events in a story.
RL.PK. 4	With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Provides a statement or other expression that shows understanding of unknown words in a literary text. Asks questions about unknown words in a literary text. Provides a statement or other expression that shows understanding of unknown words in an informational text.

		Asks questions about unknown words in an informational text.
RL.PK.5	Recognize common types of literature (storybooks and poetry books).	Demonstrates the ability to recognize common types of texts.
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.	<p>Provides an identification of the author of a story and what the author's role is in telling the story.</p> <p>Provides an identification of the illustrator of a story and what the illustrator's role is in telling the story.</p>
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	Provides a description of the relationship between the illustrations and the story in which they appear.
RL.PK.9	With prompting and support using a familiar storybook, tell how adventures and experiences of characters are alike and how they are different.	Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.

RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	Actively engage in group reading activities with purpose and understanding.
----------	--	---

Kindergarten Reading Informational		
Standard		Kindergarten
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.	Provides questions and answers that show understanding of the key details in a text. (e.g., who, what, where, when ,why, how).
RI.PK.2	With prompting and support, recall important facts from a familiar text.	Provides a statement of the main topic of a text. Provides a retelling of key details in a text.

RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.	Provides a description of the connection between two individuals in a text. Provides a description of the connections between two events in a text. Provides a description of the connections between two ideas or pieces of information in a text.
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.	With prompting and support, ask and answer questions about unknown words in a text.
RI.PK.5	Identify the front and back cover of a book.	Provides an identification of the front cover of a book. Provides an identification of the back cover of a book. Provides an identification of the title page of a book.
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	Provides an identification of the author of a text and what the author's role is in presenting the ideas or information in that text. Provides an identification of the illustrator of a text and what the illustrator's role is in presenting the ideas or information in that text.
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration).
RI.PK.8		Provides the reasons an author gives to support points in a text.

RI.PK.9		Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).
RI.PK.10	Actively participate in read aloud experiences using age appropriate information books individually and in small and large groups.	Actively engage in group reading activities with purpose and understanding.

Kindergarten Foundational Skills		
Standard		Kindergarten
RF.PK.1	Begin to demonstrate understanding of basic features of print. <ul style="list-style-type: none"> a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. 	Print Concepts: 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.

	d) Recognize and name many upper and lower case letters of the alphabet.	Understand that words are separated by spaces in print. Recognize and name all upper and lowercase letters
RF.PK.2	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words.	Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds. Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable in spoken words. Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words. Add or substitute individual sounds in simple, one-syllable words to make new words.
RF.PK.3	Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	Phonics and Word Recognition Demonstrate basic knowledge of one to one letter-sound correspondences by producing many of the most frequently used sounds of each consonant. Associate the long and short vowel sounds with common spellings for the five major vowels. Read common high-frequency words and sight words with automaticity.

		Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(e.g. nap and tap)
RF.PK.4	Begin to engage in a variety of texts with purpose and understanding.	Fluency Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skill. Read emergent-readers with purpose and understanding. Read grade level text for purpose and understanding.

Kindergarten Language		
Standard		Kindergarten
L.PK.1	Begin to understand the conventions of standard English grammar when speaking during interactions and activities. a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.PK.2	Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day. a) (Begins in kindergarten) b) (Begins in kindergarten) c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	<p>invented spelling during writing activities throughout the day.</p> <p>d) (Begins in kindergarten)</p>	
L.PK.3	(Begins in Grade 2)	
L.PK.4	<p>Begin to determine the meaning of new words and phrases introduced through preschool reading and content.</p> <p>a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad).</p> <p>b) (Begins in kindergarten).</p>	<p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.</p>
L.PK.5	<p>With guidance and support, explore word relationships.</p> <p>a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears).</p> <p>b) Begin to understand opposites of simple and familiar words.</p> <p>c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”).</p>	<p>Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent.</p> <p>Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.</p> <p>Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), thereby showing the ability to distinguish shades of meaning.</p>

L.PK.6	Use words and phrases acquired through conversations, activities and read alouds.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
--------	---	---

Kindergarten Writing		
Standard		Kindergarten
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing. Includes the topic or name of the book they are writing about when stating an opinion or preference.
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic.
W.PK.3	(Begins in Kindergarten)	

		<p>Narrates a single event using a combination of drawing, dictating, and/or writing.</p> <p>Narrates several loosely linked events using a combination of drawing, dictating, and/or writing.</p> <p>Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.</p> <p>Provides a reaction to what happened during the event(s) when combination of drawing, dictating, and or writing.</p>
W.PK.4	(Begins in Grade 3)	
W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	<p>Strengthens writing after responding to questions and suggestions from peers.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p>
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	<p>Uses a variety of digital tools to produce and publish writing.</p> <p>Collaborates with peers to produce and publish writing, using a variety of digital tools.</p>
W.PK.7	With guidance and support, participate in shared research and shared writing projects.	Participates in shared research and writing projects.
W.PK.8	With guidance and support, recall information from experience or familiar topic to answer a question.	<p>Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing.</p> <p>Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.</p>

W.PK.9	(Begins in Grade 4)	

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features
Technology Integration	Digital tools; online series
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

Grade 1 Reading Literature		
Standard	Kindergarten	Grade 1
RL.1	Provides questions and/or answers that show understanding of key details in a text. (e.g., who, what, where, when, why, how)	Provides questions and/or answers that show understanding of key details in a text.
RL2	Provides a retelling of a familiar story, including key details. (e.g., who, what, where, when, why, how)	Provides a retelling of a story, including key details. Provides an identification of the central message or lesson in a text.
RL3	Provides an identification of characters in a story. Provides an identification of setting(s) in a story. Provides an identification of major events in a story.	Provides a description of characters in a story using key details. Provides a description of the setting of a story using key details. Provides a description of the major events in a story using key details.
RL 4	Provides a statement or other expression that shows understanding of unknown words in a literary text.	Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.

	<p>Asks questions about unknown words in a literary text.</p> <p>Provides a statement or other expression that shows understanding of unknown words in an informational text.</p> <p>Asks questions about unknown words in an informational text.</p>	<p>Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.</p>
RL5	<p>Demonstrates the ability to recognize common types of texts.</p>	<p>Provides an explanation of the major differences between books that tell stories and books that give information.</p>
RL6	<p>Provides an identification of the author of a story and what the author's role is in telling the story.</p> <p>Provides an identification of the illustrator of a story and what the illustrator's role is in telling the story.</p>	<p>Provides an identification of who is telling the story at various points in a text.</p>
RL7	<p>Provides a description of the relationship between the illustrations and the story in which they appear.</p>	<p>Provides a description of characters, setting, or events from a story using illustrations and details from a story.</p>

RL9	Provides a comparison and contrast of the adventures and experiences of characters in familiar stories.	Provides a comparison and contrast of the adventures and experiences of characters in two or more stories.
RL10		With prompting and support, read and comprehend stories prose and poetry at grade level text complexity.

Grade 1 Reading Informational		
Standard	Kindergarten	Grade 1
RI.1	Provides questions and answers that show understanding of the key details in a text. (e.g., who, what, where, when ,why, how).	Provides questions and answers that show understanding of the key details in a text.

RI.2	<p>Provides a statement of the main topic of a text. Provides a retelling of key details in a text.</p> <hr/>	<p>Provides an identification of the topic of a text. Provides a retelling of key details in a text.</p>
RI.3	<p>Provides a description of the connection between two individuals in a text. Provides a description of the connections between two events in a text. Provides a description of the connections between two ideas or pieces of information in a text.</p>	<p>Provides a description of the connection between two individuals in a text. Provides a description of the connections between two events in a text. Provides a description of the connections between two ideas or pieces of information in a text.</p>
RI.4	With prompting and support, ask and answer questions about unknown words in a text.	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.
RI.5	<p>Provides an identification of the front cover of a book. Provides an identification of the back cover of a book. Provides an identification of the title page of a book.</p>	Demonstrates knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons).
RI.6	Provides an identification of the author of a text and what the author's role is in presenting the ideas or information in that text.	Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in a text.

	Provides an identification of the illustrator of a text and what the illustrator's role is in presenting the ideas or information in that text.	
RI.7	Provides a description of the relationship between the illustrations and the text in which they appear (e.g. what person, place, thing, or idea from the text is depicted in an illustration).	Demonstrates use of the illustrations and details in a text to describe the key ideas in the text.
RI.8	Provides the reasons an author gives to support points in a text.	Provides an identification of the reasons an author gives to support points in a text and explain the application of this information.
RI.9	Provides an identification of the basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).
RI.10		With prompting and support, read informational texts at grade level text complexity or above.

Grade 1 Foundational Skills		
Standard	Kindergarten	Grade 1
RF.1	<p>Print Concepts: Follow words from left to right, top to bottom, and page by page.</p> <p>Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>Understand that words are separated by spaces in print.</p> <p>Recognize and name all upper and lowercase letters</p>	<p>Print Concepts: Demonstrate mastery of the organization and basic features of print</p>
RF.2	<p>Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds.</p> <p>Recognize and produce rhyming words.</p> <p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>Blend and segment onsets and rimes of single-syllable in spoken words.</p> <p>Isolate and pronounce the initial, medial vowel, and final sounds in three phoneme words.</p>	<p>Phonological Awareness Demonstrate mastery of spoken words, syllables and sounds</p> <p>Distinguish long from short vowel sounds in spoken multi syllable words.</p> <p>Orally produce multi-syllable words by blending sounds, including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds in spoken multi-syllable words.</p>

	Add or substitute individual sounds in simple, one-syllable words to make new words.	
RF.3	<p>Phonics and Word Recognition</p> <p>Demonstrate basic knowledge of one to one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</p> <p>Associate the long and short vowel sounds with common spellings for the five major vowels.</p> <p>Read common high-frequency words and sight words with automaticity.</p> <p>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(e.g. nap and tap)</p>	<p>Phonics and Word Recognition</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>
RF.4	<p>Fluency</p> <p>Read emergent-reader texts with one-to-one correspondence to develop fluency and comprehension skill.</p> <p>Read emergent-readers with purpose and understanding</p> <p>Read grade level text for purpose and understanding</p>	<p>Fluency</p> <p>Read grade level orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

Grade 1 Language		
Standard	Kindergarten	Grade 1
L.4	<p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by identifying the new meanings for familiar words and applying them accurately</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases by using the most frequently occurring inflections and affixes as clues to the meaning of those words.</p>	<p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of a word.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.</p>
L.5	<p>Shows understanding of word relationships and nuances in word meanings by sorting common objects into categories (e.g. shapes, foods) thereby showing a sense of the concepts the categories represent.</p> <p>Shows understanding of word relationships and nuances in word meanings by demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.</p>	<p>Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.</p>

	Shows understandings of word relationships and nuances in word meanings by acting out the meanings of verbs describing the same general action (e.g. walk, march, strut, prance), there by showing the ability to distinguish shades of meaning.	Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity. Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.
--	--	--

Grade 1 Writing		
Standard	Kindergarten	Grade 1
W.1	States an opinion or preference about a topic or book using a combination of drawing, dictating, and/or writing. Includes the topic or name of the book they are writing about when stating an opinion or preference.	States an opinion in writing. Includes the topic or name of the book they are writing about when sharing an opinion in writing. Includes a reason when sharing an opinion in writing. Provides some sense of closure when sharing an opinion in writing.
W.2	Informs or explains using a combination of drawing, dictating, and/or writing, names what they are writing about, and supplies some information about the topic.	Names the topic they are writing about in an informational or explanatory writing. Includes some facts about a topic in an informational or explanatory writing. Provides some sense of closure in an informational or explanatory writing.
W.3		

	<p>Narrates a single event using a combination of drawing, dictating, and/or writing.</p> <p>Narrates several loosely linked events using a combination of drawing, dictating, and/or writing.</p> <p>Tells about events in the order in which they occurred when narrating a single event or several loosely linked events, using a combination of drawing, dictating, and/or writing.</p> <p>Provides a reaction to what happened during the event(s) using a combination of drawing, dictating, and/or writing.</p>	<p>Recounts two or more appropriately sequenced events in a narrative writing.</p> <p>Includes details regarding what happened in a narrative writing.</p> <p>Uses temporal words to signal event order in a narrative writing.</p> <p>Provides some sense of closure in a narrative writing.</p>
W.5	<p>Strengthens writing after responding to questions and suggestions from peers.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p>	<p>Provides writing that is focused on a topic.</p> <p>Strengthens writing after responding to questions and suggestions from peers and self reflection.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p>
W.6	<p>Uses a variety of digital tools to produce and publish writing.</p> <p>Collaborates with peers to produce and publish writing, using a variety of digital tools.</p>	<p>Uses a variety of digital tools to produce and publish writing.</p> <p>Collaborates with peers to produce and publish writing, using a variety of digital tools.</p>
W.7	<p>Participates in shared research and writing projects.</p>	<p>Participates in shared research and writing projects.</p>
W.8	<p>Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing.</p>	<p>Recalls information from experiences to answer questions in writing.</p> <p>Gathers information from provided sources to answer a question in writing.</p>

	Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.	
--	---	--

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features
Technology Integration	Digital tools; online series
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

Grade 2
Reading Literature

Standard	Grade 1	Grade 2
RL.1	Provides questions and/or answers that show understanding of key details in a text.	Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as who, what, where, when, why, and how.
RL.2	Provides a retelling of a story, including key details. Provides an identification of the central message or lesson in a text.	Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. □ Provides an identification of the central message, lesson or moral in a text. □
RL.3	Provides a description of characters in a story using key details. Provides a description of the setting of a story using key details. Provides a description of the major events in a story using key details.	Provides a description of how characters in a story respond to major events. □ Provides a description of how characters in a story respond to challenges. □
RL.4	Provides an identification of words and phrases in a story or a poem that suggests feelings or that appeal to the senses.	Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song.

	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.	
RL.5	Provides an explanation of the major differences between books that tell stories and books that give information.	Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.
RL.6	Provides an identification of who is telling the story at various points in a text.	Provides a statement about the differences in the points of view of characters. Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.
RL.7	Provides a description of characters, setting, or events from a story using illustrations and details from a story.	Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.
RL.9	Provides a comparison and contrast of the adventures and experiences of characters in two or more stories.	Provides a comparison and contrast of two or more versions of the same story written by different authors. □ Provides a comparison and contrast of two or

		more versions of the same story written from different cultures.
Grade 2 Reading Informational		
Standard	Grade 1	Grade 2
RI.1	Provides questions and answers that show understanding of the key details in a text.	Provides questions and answers to question such as <i>who, what, where, when, why and how</i> to demonstrate understanding of key details in text.
RI.2	Provides an identification of the topic of a text. Provides a retelling of key details in a text.	Provides an identification of the main topic of a multi-paragraph text. Provides an identification of the focus of specific paragraphs within a multi-paragraph text.
RI.3	Provides a description of the connection between two individuals in a text. Provides a description of the connections between two events in a text. Provides a description of the connections between two ideas or pieces of information .	Provides a description of the connection between a series of historical events in a text. Provides a description of the connection between a series of scientific concepts or steps in technical procedures in a text.

RI.4	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text.	Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area.
RI.5	Demonstrates knowledge and use of text features to locate key facts or information in a text (e.g., headings, table of contents, glossaries, electronic menus, icons).	Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text.
RI.6	Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the works in a text.	Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.7	Demonstrates use of the illustration and details in a text to describe the key ideas in the text.	Provides an explanation of how specific images contribute to and/or clarify a text.
RI.8	Provided an identification of the reasons an author gives to support points in a text.	Provides a description of how the reasons in a text support specific points made by the author.
RI.9	Provides an identification of the similarities and differences between two text on the same topic (e.g. in illustrations, descriptions, or procedures).	Provides a comparison and contrast of the most important points presented by two texts on the same topic.

Grade 2
Reading Foundational Skills

Standard	Grade 1	Grade 2
RF.1	<p>Print Concepts:</p> <p>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	
RF.2	<p>Phonological Awareness:</p> <p>Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p>	

	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
RF.3	<p>Phonics and Word Recognition:</p> <p>Know the spelling-sound correspondences for common consonant digraphs.</p> <p>Decode regularly spelled one-syllable words.</p> <p>Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>Read words with inflectional endings.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition:</p> <p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Know spelling-sound correspondences for additional common vowel teams.</p> <p>Decode words with common prefixes and suffixes.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>
RF. 4	Fluency:	Fluency:

	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
--	--	--

Grade 2 Language		
Standard	Grade 1	Grade 2
L.4	<p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring affixes as a clue to the meaning of the word.</p> <p>Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.</p>	<p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrases.</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word.</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the known word with the same root.</p>

		<p>Demonstrates the ability to determine or clarify the meaning of the unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words.</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries.</p>
L.5	<p>Demonstrates understanding of word relationships and nuances in word meanings by sorting words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes.</p> <p>Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their uses.</p> <p>Provides a statement that defines the different shades of meaning among verbs differing in manner and by adjectives differing in intensity.</p> <p>Acts out the different shades of meaning among verbs differing in manner and/or by adjectives differing in intensity.</p>	<p>Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.</p> <p>Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives.</p>

Grade 2 Writing		
Standard	Grade 1	Grade 2
W.2.1	<p>States an opinion in writing.</p> <p>Includes the topic or name of the book they are writing about when sharing an opinion in writing.</p> <p>Includes a reason when sharing an opinion in writing.</p> <p>Provides some sense of closure when sharing an opinion in writing.</p>	<p>States and opinion in writing.</p> <p>Includes the topic of the book they are writing about when sharing an opinion in writing.</p> <p>Supplies supportive reasons when sharing an opinion in writing.</p> <p>Uses linking words to connect an opinion with reasons when sharing an opinion in writing.</p>

		Provides a concluding statement or section when sharing an opinion in writing.
W.2.2	<p>Names the topic they are writing about in an informational or explanatory writing.</p> <p>Includes some facts about a topic in an informational or explanatory writing.</p> <p>Provides some sense of closure in an informational or explanatory writing.</p>	<p>Introduces a topic in an informational or explanatory text.</p> <p>Uses facts and definitions to develop points in an informational or explanatory text.</p> <p>Provides a concluding statement or section in an informational or explanatory text.</p>
W.2.3	<p>Recounts two or more appropriately sequenced events in a narrative writing.</p> <p>Includes details regarding what happened in a narrative writing.</p> <p>Uses temporal words to signal event order in a narrative writing.</p> <p>Provides some sense of closure in a narrative writing.</p>	<p>Recounts a well-elaborated event in a narrative writing.</p> <p>Recounts a short sequence of events in a narrative writing.</p> <p>Includes details to describe actions, thoughts, and feelings in a narrative writing.</p> <p>Uses temporal words to signal event order in a narrative writing.</p> <p>Provides a sense of closure when writing a narrative.</p>
W.2.5	<p>Provides writing that is focused on a topic.</p> <p>Provides a response to questions and suggestions from peers.</p> <p>Adds details that strengthen writing as needed after review of drafts.</p>	<p>Provides writing that is focused on a topic.</p> <p>Strengthens writing as needed when revising and editing.</p>

W.2.6	Uses a variety of digital tools to produce and publish writing. Collaborates with peers to produce and publish writing using a variety of digital tools.	Uses a variety of digital tools to produce and publish writing. Collaborates with peers to produce and publish writing, using a variety of digital tools.
W.2.7	Participates in shared research and writing projects.	Participates in shared research and writing projects.
W.2.8	Recalls information from experiences to answer questions in writing. Gathers information from provided sources to answer a question in writing.	Recalls information from experiences to answer a question in writing. Gathers information from provided sources to answer a question in writing.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories,
Technology Integration	Digital tools, online series, research, provide sources,
Interdisciplinary Connections	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction; chapter books

Grade 3 Reading Literature		
Standard	Grade 2	Grade 3
RL.1	Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as who, what, where, when, why, and how.	Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
RL.2	Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. Provides an identification of the central message, lesson or moral in a text.	Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. Provides a statement of the central message, lesson, or moral in a text. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.
RL.3	Provides a description of how characters in a story respond to major events. Provides a description of how characters in a story respond to challenges.	Provides a description of characters in a story (e.g., their traits, motivations, or feelings). Provides an explanation of how characters' actions contribute to the sequence of events.
RL. 4	Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text.

		FOR DIAGNOSTIC ONLY: Distinguishes literal from nonliteral language.
RL.5	Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action.	<p>Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.</p> <p>Provides a description of how each successive part of a text builds on earlier sections.</p>
RL.6	<p>Provides a statement about the differences in the points of view of characters.</p> <p>Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters.</p>	
RL.7	Demonstrates understanding of characters, setting, or plot of a print or digital text by using information gained from the illustrations and words of the text.	Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).

<p>RL.9</p>	<p>Provides a comparison and contrast of two or more versions of the same story written by different authors.</p> <p>Provides a comparison and contrast of two or more versions of the same story written from different cultures .</p>	<p>Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>
-------------	---	---

Grade 3
Reading Informational

Standard	Grade 2	Grade 3
RI.1	Provides questions and answers to questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (1)	Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.
RI.2	Provides an identification of the main topic of a multi-paragraph text. (1) Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)	Provides a statement of the main idea of a text. (1) Provides a recounting of key details in a text. (2) Provides an explanation of how key details in a text support the main idea. (3)
RI.3	Provides a description of the connection between a series of historical events in a text. (1) Provides a description of the connection between a series of scientific concepts or steps in technical procedures in a text. (2)	Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1) Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2) Provides a description of the relationship between steps in technical procedures in a

		text, using language that pertains to time, sequence and/or cause/effect. (3)
RI.4	Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1) FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)
RI.5	Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)	Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). (1) Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI.6	Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)	
RI.7	Provides an explanation of how specific images contribute to and/or clarify a text. (1)	Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur). (1)
RI.8	Provides a description of how the reasons in a text support specific points made by the author. (1)	Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)

RI.9	Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)	Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)
------	---	--

Grade 3 Reading Foundational Skills		
Standard	Grade 2	Grade 3
RF.3	Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words. 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.	Phonics and Word Recognition: Decode words with common Latin suffixes. Decode multi-syllable words.

	<p>Identify words with inconsistent but common spelling-sound correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Read grade-appropriate irregularly spelled words.</p>
RF. 4	<p>Fluency:</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency:</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Grade 3 Language		
Standard	Grade 2	Grade 3
L.4	<p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)</p>	<p>Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2)</p>

	<p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)</p> <p>Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)</p>	<p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)</p>
L.5	<p>Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real- life connections between words and their use. (1)</p> <p>Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)</p>	<p>Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)</p> <p>Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered). (2)</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)</p>

L.6	Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)	Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (1)
-----	--	--

Grade 3 Writing		
Standard	Grade 2	Grade 3
W.1	<p>States an opinion in writing. (1)</p> <p>Includes the topic of the book they are writing about when sharing an opinion in writing. (2)</p> <p>Supplies supportive reasons when sharing an opinion in writing. (3)</p>	<p>Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text based evidence, and/or description; the development is largely appropriate to the task and purpose.</p> <p>Organization</p>

	<p>Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4)</p> <p>Provides a concluding statement or section when sharing an opinion in writing. (5)</p>	<p>The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion.</p> <p>Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
W.2	<p>Introduces a topic in an informational or explanatory text. (1)</p> <p>Uses facts and definitions to develop points in an informational or explanatory text. (2)</p> <p>Provides a concluding statement or section in an informational or explanatory text. (3)</p>	
W.3	<p>Recounts a well-elaborated event in a narrative writing. (1)</p> <p>Recounts a short sequence of events in a narrative writing. (2)</p> <p>Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)</p> <p>Uses temporal words to signal event order in a narrative writing. (4)</p> <p>Provides a sense of closure when writing a narrative. (5)</p>	

W.4		
W.5	<p>Provides writing that is focused on a topic. (1)</p> <p>Strengthens writing as needed when revising and editing. (2)</p>	
W.6	<p>Uses a variety of digital tools to produce and publish writing. (1)</p> <p>Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)</p>	
W.7	Participates in shared research and writing projects. (1)	
W.8	<p>Recalls information from experiences to answer a question in writing. (1)</p> <p>Gathers information from provided sources to answer a question in writing. (2)</p>	

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources
Interdisciplinary Connections	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text Latin- suffixes
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series, chapter books Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

Grade 4
Reading Literature

Standard	Grade 3	Grade 4
RL.1	-Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.	Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RL.2	-Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. -Provides a statement of the central message, lesson, or moral in a text. -Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.	Provides a statement of a theme of a text. Provides a summary of the text.
RL.3	-Provides a description of characters in a story (e.g., their traits, motivations, or feeling). -Provides an explanation of how characters' actions contribute to the sequence of event.	Provides an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. Provides an in-depth description of an event in a story or drama, drawing on specific details in the text.
RL.4	-Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. -For Diagnostic Only: Distinguishes literal from nonliteral language.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).

RL. 5	<p>-Provides references to parts of stories, dramas, and poems when writing about a text, using terms such a chapter, scene, and stanza.</p> <p>-Provides a description of how each successive part of a text builds on earlier sections.</p>	Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text.
RL.6		Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first and third person narrations.
RL.7	<p>-Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).</p>	Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text.
RL.9	<p>-Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>-Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>-Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p>	<p>Provides a comparison and contrast of the treatment of similar themes and/or topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p> <p>Provides a comparison and contrast of the treatment of similar patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>

Grade 4
Reading Informational

Standard	Grade 3	Grade 4
RI.1	Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers.	Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RI.2	Provides a statement of the main idea of a text. Provides a recounting of key details in a text. Provides an explanation of how key details in a text support the main idea.	Provides a statement of the main idea of a text. Provides an explanation of how the main idea is supported by key details. Provides a summary of the text.
RI.3	Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.	Provides an explanation of events in historical, scientific, or technical text, including what happened and why, based on specific information of the text. Provides an explanation of procedure in a historical, scientific, or technical text, including what happened and why based on specific information in the text. Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4	<p>Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	Demonstrate the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.
RI.5	<p>Demonstrates use of text features to locate relevant information (e.g., key words, sidebars).</p> <p>Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).</p>	Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text.
RI.6		Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic.
RI.7	Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).	<p>Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages).</p> <p>Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or</p>

		<p>interactive elements on Web pages).</p> <p>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears.</p>
RI.8	Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<p>Provides an explanation of how an author uses reasons to support particular points in a text.</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text.</p>
RI.9	Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.	<p>Provides a statement that integrates information from two texts on the same topic.</p>

Grade 4
Reading Foundational Skills

Standard	Grade 3	Grade 4
RF.3	<p>Phonics and Word Recognition:</p> <p>Decode words with common Latin suffixes.</p> <p>Decode multi-syllable words.</p> <p>Identify and know the meaning of the most common prefixes and derivational suffixes</p> <p>Read grade-appropriate irregularly spelled words.</p>	<p>Phonics and Word Recognition:</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>
RF. 4	<p>Fluency:</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency:</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

Grade 4 Language		
Standard	Grade 3	Grade 4
L4	<p>Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>
L5	<p>Provides distinctions between the literal and nonliteral meanings of words and phrases.</p> <p>Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed,</p>	<p>Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>Demonstrates the ability to explain the meaning of</p>

	<p>suspected, heard, wondered).</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p>common idioms, adages, and proverbs.</p> <p>Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
L6	<p>Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>).</p> <p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>).</p>

Grade 4 Writing		
Standard	Grade 3	Grade 4
W1	Written Expression: Development of Ideas The student response addresses the prompt and shows effective development of the topic and/or narrative elements by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose.	Written Expression: Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.
W2		
W3		
W4		
W5		
W6		
W7		
W8 W9 W10	Organization The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion. Clarity of Language The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited	Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify

	<p>writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p>ideas.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
--	--	--

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, interpretation of information presented visually, orally, or quantitatively
Interdisciplinary Connections	<p>Social Studies- Informational Text about historical events</p> <p>Science- scientific concepts or steps in technical procedures in a text</p> <p>Latin- suffixes, affixes, roots</p> <p>Greek- affixes, roots</p>
Core Instructional and Supplemental Materials	<p>Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels</p> <p>Supplemental: picture books, fictional and non-fictional books, videos</p>
Modifications/Accommodations	<p>ELL: leveled readers; ELL series workbook; dictionary; small group instruction</p> <p>Special Education: leveled readers; small group instruction</p> <p>G&T: leveled readers; enrichment activities; small group instruction</p>

Grade 5 Reading Informational		
Standard	Grade 4	Grade 5
*RI.1	Provides references to details and/or examples in a text and make relevant connections when explaining what the text says explicitly and/or text when explaining inferences drawn from the text . (1)	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI. 2	Provides a statement of the main idea of a text. (1) Provides an explanation of how the main idea is supported by key details. (2) Provides a summary of the text. (3)	Provides a statement of two or more main ideas of a text . (1) Provides an explanation of how two or more main ideas are supported by key details . (2) Provides a summary of the text. (3)
RI. 3	Provides an explanation of events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1) Provides an explanation of procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2) Provides an explanation of ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)	Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text . (1) Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text . (2) Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text . (3)

RI.5	Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)	Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (1)
RI.6	Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic.	<p>Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. (1)</p> <p>Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent. (2)</p>
RI. 7	<p>Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</p> <p>Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). (2)</p> <p>Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</p>	Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources. (1)

	Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)	
RI.8	<p>Provides an explanation of how an author uses reasons to support particular points in a text. (1)</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text. (2)</p>	<p>Provides an explanation of how an author uses reasons to support particular points in a text. (1)</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text. (2)</p> <p>Identifies which reasons and/or evidence support which points. (3)</p>
*RI.9	Provides a statement that integrates and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic. (1)	Provides a statement that integrates and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic. (1)
*RI.10	By the end of the year, students will read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year, students will read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 5
Reading Literature

Standard	Grade 4	Grade 5
RL.1	Provides references to details and examples in a text and make relevant connections when explaining what the text says explicitly and/or when explaining inferences drawn from the text .	Demonstrates student's ability to quote or reference , and make relevant connections from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
RL.2	Provides key details to identify theme of a text. Provides a summary of the text.	Determine the theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic . Provides a summary of the text.

RL.3	<p>Provides an in-depth description of a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)</p> <p>Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. (2)</p> <p>Provides an in-depth description of an event in a story or drama, drawing on specific details in the text.</p>	<p>Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text.</p> <p>Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.</p>
RL.4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5	Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text	Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.6	Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Provides a description of how a narrator's or speaker's point of view influences how events are described

RL.7	Provides a connection between specific descriptions and directions in a text and a visual or oral representation of the text.	<p>Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
RL.9	Provides a comparison, contrast and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre on stories with similar themes and topics (e.g. mysteries and adventure stories)	Provides a comparison, contrast, and reflections on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 5 Reading Foundational Skills		
Standard	Grade 4	Grade 5

RF.3	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4	Read grade-level text with purpose and understanding (1) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (2) <input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3)	Read grade-level text with purpose and understanding. (1) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (2) Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard	Grade 4	Grade 5
L.4	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5	<p>Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Demonstrates the ability to determine the meaning of simple similes and metaphors in context.</p> <p>Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs</p>
L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., quizzed, whined, stammered).	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Writing		
Standard	Grade 4	Grade 5
W.1	<p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p>Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear</p>	<p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</p> <p>Opinion: Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>Expository: Introduces a topic clearly includes text features such as headings, illustrations, and multimedia. Link ideas within paragraphs and sections of information. Provide a conclusion related to the information. Provide a conclusion related to the information of explanation presented.</p> <p>Narrative: Write to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Clarity of Language</p>

		<p>The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain specific vocabulary effectively to clarify ideas.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>
--	--	---

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation
Interdisciplinary Connections	Social Studies- Informational Text about historical events Science- scientific concepts or steps in technical procedures in a text Latin- suffixes, affixes, roots Greek- affixes, roots
Core Instructional and Supplemental Materials	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction

Grade 6 Reading Literature		
Standard	Grade 5	Grade 6
RL.1	Demonstrates student's ability to quote or reference and make relevant connections from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.	Provides textual evidence to support analysis and make relevant connections of what the text says explicitly and/or inferences drawn from the text.
RL.2	Determine the theme of the text, including how characters in a story or drama respond to challenges or how a speaker in a poem reflects upon a topic. Provides a summary of the text.	Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through particular details. Provides a summary of the text distinct from personal opinions or judgments.
RL.3	Provides a comparison and contrast of two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact). Provides a comparison and contrast of two or more settings in a story or drama, drawing on specific details in the text. Provides a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.	Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. Provides a description of how the characters respond or change as the plot moves toward a resolution.

RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone.
RL.5	Provides an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.
RL.6	Provides a description of how a narrator's or speaker's point of view influences how events are described	Provides an explanation of how an author develops the point of view of the narrator or speaker in a text
RL.7	Provides an analysis of how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Provides an analysis of how a multimedia presentation contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
RL.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes topics (e.g., opposition of good and evil) and patterns of events (e.g.,	Provides a comparison/contrast and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy

	the quest in stories, myths, and traditional literature from different cultures.	stories) in terms of their approaches to similar themes and topics.
RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 6 Reading Informational		
Standard	Grade 5	Grade 6
RI.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<p>For RI 1, provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.</p> <p>For RST1 and RH1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary source.</p>
RI.2	<p>Provides a statement of two or more main ideas of a text.</p> <p>Provides an explanation of how two or more main ideas are supported by key details.</p> <p>Provides a summary of the text</p>	<p>Provides a statement of the central idea(s) of a text.</p> <p>Provides a statement of how the central idea is conveyed through particular details.</p> <p>Provides an objective summary of the text distinct from personal opinions or judgments.</p> <p>For RST 2, determines the central ideas or conclusions of a text.</p>

		For RH 2, determines the central ideas of a primary or secondary source.
RI.3	<p>Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text.</p> <p>Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text.</p> <p>Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.</p>	<p>For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes).</p> <p>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies.</p>
RI.4	<p>Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area.</p> <p>Demonstrates the ability to determine the meaning of domain specific words or phrases in a text relevant to grade 5 topics or subject area.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</p> <p>For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
RI.5	Provides a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.</p> <p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p>

		<p>For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic.</p> <p>For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally).</p>
RI.6	<p>Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent.</p> <p>Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.</p>	<p>For RI6, provides a statement of an author's point of view in a text.</p> <p>For RI6, provides a statement of an author's purpose in a text.</p> <p>For RI6, provides an explanation of how the author's point of view or purpose is conveyed in the text.</p> <p>For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>

<p>RI.7</p>	<p>Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.</p>	<p>For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.</p> <p>For RST 7, provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>RI.8</p>	<p>Provides an explanation of how an author uses reasons to support particular points in a text.</p> <p>Provides an explanation of how an author uses evidence to support particular points in a text.</p> <p>Identifies which reasons and/or evidence support which points.</p>	<p>For RI8, provides a tracing of the argument and/or specific claims in a text.</p> <p>For RI8, provides an evaluation of the argument and/or specific claims in a text.</p> <p>For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.</p> <p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p> <p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.</p>

RI.9	Provides a statement that integrates and reflect on (e.g. personal knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic.	<p>For RI9, For RI9, provides a comparison, contrast, and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) of one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>
RI.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Grade 6 Language		
Standard	Grade 5	Grade 6
L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>B. Maintain consistency in style and tone.</p>
L.4	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., cause/effect	Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or

	<p>relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>
L.5	<p>Demonstrates the ability to determine the meaning of simple similes and metaphors in context.</p> <p>Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>
L.6	<p>Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (1)</p>	<p>Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.</p>

Grade 6 Writing		
Standard	Grade 5	Grade 6
W.1-10	<u>Written Expression:</u> Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning,	<u>Written Expression:</u> Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim , topic and/or narrative elements by using clear and

	<p>details, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Opinion: Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Expository: Introduces a topic clearly includes text features such as headings, illustrations, and multimedia. Link ideas within paragraphs and sections of information. Provide a conclusion related to the information of explanation presented.</p> <p>Narrative: Write to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, voice, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p>
--	---	--

	<p>Clarity of Language The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, voice, and/or domain specific vocabulary effectively to clarify ideas. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</p>	<p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
--	--	---

Grade 6 Writing History, Science, and Technical Subjects (No Change)		
Standard	Grade 5	Grade 6
W.6.8.1*	N/A	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>

		<p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
W.6.8.2*		<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p>	

		F. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
WHST.6.8.4		Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	
WHST.6.8.10		Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation
Interdisciplinary Connections	<p>Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information</p> <p>Science- scientific concepts or steps in technical procedures in a text; use of secondary source; theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts;</p> <p>Latin- suffixes, affixes, roots</p> <p>Greek- affixes, roots</p>
Core Instructional and Supplemental Materials	<p>Core Instruction: Reading Street Series, Wonders Series, Collections Series, Novels</p> <p>Supplemental: picture books, fictional and non-fictional books, videos</p>

Modifications/Accommodations	ELL: leveled novels; ELL series workbook; dictionary; small group instruction Special Education: leveled novels; small group instruction G&T: enrichment activities; small group instruction; leveled novels
-------------------------------------	--

Grade 7
Reading Literature

Standard	6 th Grade	7 th Grade
RL 1	Provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides citation of several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.
RL 2	Provides a statement of a theme or central idea of a text. Provides a description of how the theme or central idea is conveyed through particular details. Provides a summary of the text distinct from personal opinions or judgments.	Provides a statement of a theme or central idea of a text. Provides an analysis of the development of the theme or central idea over the □ course of the text . Provides an objective summary of the text.
RL 3	Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. Provides a description of how the characters respond or change as the plot movestoward a resolution.	Provides an analysis of how particular elements of a story or drama interact .
RL 4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem

		or section of a story or drama.
RL 5	<p>Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.</p> <p>Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.</p>	Provides an analysis of how a drama's or poem's form or structure contributes to meaning .
RL 6	Provides an explanation of how an author develops the point of view of the narrator or speaker in a text.	Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.
RL 7	Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.	Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.
RL 9	Provides a compare/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<p>Provides a compare/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>□</p>

		<p>Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. □</p> <p>Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
RL.6.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Grade 7
Reading Informational

Standard	Grade 6	Grade 7
RI.1 RST.1 RH.1	For RI 1, provides textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text. For RST1 and RH1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary source.	For RI 1, provides several pieces of textual evidence and relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text. For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.
RI.2 RST.2 RH.2	Provides a statement of the central idea(s) of a text. Provides a statement of how the central idea is conveyed through particular details. Provides an objective summary of the text distinct from personal opinions or judgments. For RST 2, determines the central ideas or conclusions of a text. For RH 2, determines the central ideas of a primary or secondary source.	Provides a statement of central idea(s) of a text. Provides an analysis of the development of central idea(s) over the course of the text . Provides an objective summary of a text. RST 2, determines the central ideas or conclusions of a text. For RH2, determines the central ideas or information of a primary or secondary source.
RI.3 RST.3	For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes).	For RI 3, provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RH.3	<p>For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies.</p>	<p>For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies.</p>
RI.4 RST.4	<p>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).</p> <p>For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<p>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.</p> <p>For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>
RI.5 RST.5 RH.5	<p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.</p> <p>For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.</p> <p>For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic.</p>	<p>For RI 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally)</p>

	For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally).	
RI.6 RST.6 RH.6	<p>For RI6, provides a statement of an author's point of view in a text.</p> <p>For RI6, provides a statement of an author's purpose in a text.</p> <p>For RI6, provides an explanation of how the author's point of view or purpose is conveyed in the text.</p> <p>For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>	<p>For RI 6, provides a statement of an author's point of view in a text.</p> <p>For RI 6, provides a statement of an author's purpose in a text.</p> <p>For RI 6, provides an analysis of how the author distinguishes his or her position from that of others.</p> <p>For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's point of view (e.g. loaded language, inclusion or avoidance of particular facts).</p> <p>For RH 6, provides an identification of aspects of a text that reveal an author's purpose (e.g. loaded language, inclusion or avoidance of particular facts).</p>
RI.7 RST.7 RH.7	For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.	For RI 7, provides a comparison and contrast of a text to an audio, video, or multimedia version of the text.

	<p>For RST 7, provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>For RI 7, provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>For RST 7, provides an integration of quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RST 7, demonstrates an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<p>RI.8</p> <p>RST.8</p> <p>RH.8</p>	<p>For RI8, provides a tracing of the argument and/or specific claims in a text.</p> <p>For RI8, provides an evaluation of the argument and/or specific claims in a text.</p> <p>For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.</p>	<p>For RI 8, demonstrates the ability to trace an argument and specific claims in a text.</p> <p>For RI 8, provides an evaluation of whether the reasoning is sound in an argument.</p> <p>For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</p> <p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p>

	<p>For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.</p> <p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.</p>	<p>For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text</p>
RI.9	<p>For RI9, provides a comparison, contrast, and reflection on (e.g. practical knowledge, historical/cultural context, and background knowledge) of one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>	<p>For RI 9, provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.</p> <p>For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.</p> <p>For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.</p>
RI.6.10	<p>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p>By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>

Grade 7 Language		
Standard	Grade 6	Grade 7
L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning, reader/listener interest, and style. B. Maintain consistency in style and tone.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.4	Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.5	Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

	<p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>	<p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>
L.6	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.

Grade 7 Writing (No Change)		
Standard	Grade 6	Grade 7
W.1-10*	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization</p>	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</p> <p>Organization</p>

	<p>The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice, and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few</p>	<p>The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. Introduce topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice, and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. The response establishes and maintains a formal/academic style, approach, and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few</p>
--	--	--

	minor errors in grammar and usage, meaning is clear throughout the response.	minor errors in grammar and usage, meaning is clear throughout the response.
--	--	--

Grade 7 Writing History, Science, and Technical Subjects (No Change)		
Standard	Grade 6	Grade 7
W.6.8.1*	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion</p>	<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion</p>

	<p>and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
W.6.8.2*	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
WHST.6.8.4	<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	<p>Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p>	

WHST.6.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
-------------	--	--

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections; citations
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation; integration of technical information
Interdisciplinary Connections	Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information; understanding of how authors alter history; Science- scientific concepts or steps in technical procedures in a text; use of secondary source; theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts; Latin- suffixes, affixes, roots Greek- affixes, roots
Core Instructional and Supplemental Materials	Core Instruction: Collections Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled novels; ELL series workbook; dictionary; small group instruction Special Education: leveled novels; small group instruction G&T: enrichment activities; small group instruction; leveled novels

Grade 8
Reading Literature

Standard	7 th Grade	8 th Grade
RL 1	Provides citation of several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides textual evidence that most strongly supports analysis of what the text says explicitly and/or inferences drawn from the text.
RL 2	Provides a statement of a theme or central idea of a text. Provides an analysis of the development of the theme or central idea over the course of the text. Provides an objective summary of the text.	Provides a statement of a theme or central idea of a text, based on textual evidence . Provides an analysis of the development of the theme or central idea over the course of the text. Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. Provides an objective summary of a text.
RL 3	Provides an analysis of how particular elements of a story or drama interact.	Provides an analysis of how particular lines of dialogue or incidents in a story or drama propel the action. Provides an analysis of how particular lines of dialogue or incidents in a story or drama provoke a decision. Provides an analysis of how particular lines of dialogue or incidents in a story or drama reveal aspects of a

		character.
RL 4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts.
RL 5	Provides an analysis of how a drama's or poem's form or structure contributes to meaning.	Provides a comparison and contrast of the structure of two or more texts. Provides an analysis of how the differing structure of each text contributes to its meaning and style.
RL 6	Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.	Provides an analysis of how one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor.
RL 7	Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.	Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors.

RL 9	<p>Provides a comparison/contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Provides an analysis of how a modern work of fiction draws on themes, patterns of events, and/or character types, including describing how the material is rendered new.</p>
RL 10	<p>By the end of the year, read and comprehend literature, including stories, dramas, poems at grade level text-complexity or above, scaffolding as needed.</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, poems, the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Grade 8
Reading Information

Standard	Grade 7	Grade 8
RI 1	Provides several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly and/or inferences drawn from the text.	Provides textual evidence and make relevant connections that most strongly supports analysis of what the text says explicitly and/or inferences drawn from the text.
RI 2	Provides a statement of central idea(s) of a text. Provides an analysis of the development of central idea(s) over the course of the text. Provides an objective summary of a text.	Provides a statement of a central idea of a text. Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. Provides an objective summary of a text.
RI 3	Provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories). Provides an analysis of how a text makes connections among and distinctions between ideas (e.g., through comparisons, analogies, or categories). Provides an analysis of how a text makes connections among and distinctions between events (e.g., through comparisons, analogies, or categories).

RI 4	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts.
RST 4	Demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Demonstrates the ability to determine the symbols, key terms, and other domain-specific words and phrases that are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
RI 5	Provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Provides a detailed analysis of the structure the author uses to organize a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI 6	Provides an analysis of how the author distinguishes his or her position from that of others.	Provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints.

<p>RI 7</p> <p>RST 7</p>	<p>Provides a comparison and contrast of a text to an audio, video, or multimedia version of the text.</p> <p>Provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>Demonstrates an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>Provides an evaluation of the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>Provides an integration of technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>
<p>RI 8</p>	<p>Demonstrates the ability to trace an argument and specific claims in a text.</p> <p>Provides an evaluation of whether the reasoning is sound in an argument.</p> <p>Provides an evaluation of whether the evidence is relevant and sufficient to support the claims.</p>	<p>Provides a delineation of the argument and specific claims in a text.</p> <p>Provides an assessment of whether the reasoning of the argument is sound.</p> <p>Demonstrates recognition of when irrelevant evidence is introduced.</p>

RI 9	Provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	Provides an analysis and reflects on (e.g. practical knowledge, historical/cultural context, and background knowledge) that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
RI 10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 8 Language		
Standard	Grade 7	Grade 8
L3	Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading and listening.	Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
L.4	<p>Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>
L.5	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>

L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.
-----	--	--

Grade 8 Writing		
Standard	Grade 7	Grade 8
W.1-10	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of</p>	<p><u>Written Expression:</u></p> <p>Development of Ideas The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>Organization The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of</p>

	<p>ideas. Introduce a topic; organize ideas, concepts and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. Establish and maintain a formal/academic style, approach and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>	<p>ideas. Introduce a topic; organize ideas, concepts and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)</p> <p>Clarity of Language The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, uses voice and also includes descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary. Establish and maintain a formal/academic style, approach and form.</p> <p>Knowledge of Language and Conventions The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
--	--	--

Grade 8 Language		
Standard	Grade 7	Grade 8
L.4	<p>Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>
L.5	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Demonstrates ability to interpret figures of speech in context.</p> <p>Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).</p>	<p>Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>
L.6	Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases.	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.

<p style="text-align: center;">Grade 8 Writing History, Science and Technical Subjects (6-8)</p>		
Standard	Grade 7	Grade 8
6-8	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>WHST.6-8.1. Write arguments focused on <i>discipline-specific content</i>. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>
6-8	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and</p>	<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>A. Introduce a topic and organize ideas, concepts, and</p>

<p>information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>	<p>information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.</p> <p>Demonstrates the ability to determine the relationship between particular words.</p>
--	--

6-8	WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
6-8	WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks
21st Century Skills and Career Integration	Informational sources, text features, versions of stories, stories and myths from diverse cultures, real-life connections; citations; analysis of modern work;
Technology Integration	Digital tools, search tools, online series, research, provide sources, analysis of information presented visually, orally, or quantitatively; multimedia presentation; advantages and disadvantages of using different mediums; integration of technical information
Interdisciplinary Connections	<p>Social Studies- Informational Text about historical events; use of secondary source; theme; central ideas; textual evidence; presentation of information; identification of aspects of a text; integration of visual information; understanding of how authors alter history;</p> <p>Science- scientific concepts or steps in technical procedures in a text; use of secondary source; theme; central ideas; textual evidence; analysis of structure; integration of quantitative or technical information; distinctions among facts;</p> <p>Latin- suffixes, affixes, roots</p> <p>Greek- affixes, roots</p>

Core Instructional and Supplemental Materials	Core Instruction: Collections Series, Novels Supplemental: picture books, fictional and non-fictional books, videos
Modifications/Accommodations	ELL: leveled novels; ELL series workbook; dictionary; small group instruction Special Education: leveled novels; small group instruction G&T: enrichment activities; small group instruction; leveled novels

[illegible]

[illegible]

[illegible]

