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.	Provides an identification of the author of a story and what the author's role is in telling the story. Provides an identification of the illustrator of a story and what the illustrator's role is in telling the story.
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 engage in group reading activities with purpose and
	Actively participate in read aloud experiences using age	understanding.
	appropriate literature in individual, small and large groups.	

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.	Print Concepts:
	a) Follow words from left to right, top to bottom, page	Follow words from left to right, top to bottom, and page by
	by page.	page.
	b) Recognize that spoken words can be written and	
	read.	Recognize that spoken words are represented in written
	c) Recognize that words are separated by spaces.	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
	a) (Begins in Kindergarten)	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.	

	invented spelling during writing activities throughout the day. d) (Begins in kindergarten)	
L.PK.3	(Begins in Grade 2)	
L.PK.4	Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten).	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 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.
L.PK.5	With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. 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.").	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. 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). Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use. 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.

L.PK.6	Use words and phrases acquired through conversations,	Acquire and use accurately a range of general academic and
	activities and read alouds.	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)		

		Narrates a single event using a combination of drawing, dictating, and/or writing. Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. 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. Provides a reaction to what happened duringthe event(s) when combination of drawing, dictating, and or writing.
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.	Strengthens writing after responding to questions and suggestions from peers. Adds details that strengthen writing as needed after review of drafts.
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.).	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.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.	Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing. Gathers information from provided sources to answer a question in a product that includes drawing, dictation, and/or writing.

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	Informational sources, text features	
Integration		
Technology Integration	Digital tools; online series	
Interdisciplinary Connections	Social Studies and Science- Informational Text	
Core Instructional and	Core Instruction: Project Read, Reading Street Series, Wonders Series	
Supplemental Materials	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 detail Provides a description of the setting of a story using key detail 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.	

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

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
	Provides questions and answers that show understanding of the key details in a text. (e.g., who, what, where, when ,why, how).	of the key details in a text.

RI.2	Provides a statement of the main topic of a text. Provides a retelling of key details in a text.	Provides an identification of the topic of a text. Provides a retelling of key details in a 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 in a 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.4	With prompting and support, ask and answer questions about unknown words in a text.	Demostrates 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	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.	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	Print Concepts: Follow words from left to right, top to bottom, and page by page.	Print Concepts: Demonstrate mastery of the organization and basic features of print
	Recognize that spoken words are represented in written language by specific sequences of letters.	
	Understand that words are separated by spaces in print.	
	Recognize and name all upper and lowercase letters	
RF.2	Phonological Awareness Demonstrate understanding of spoken words, syllables and sounds.	Phonological Awareness Demonstrate mastery of spoken words, syllables and sounds
	Recognize and produce rhyming words.	Distinguish long from short vowel sounds in spoken multi syllable words.
	Count, pronounce, blend, and segment syllables in spoken words.	Orally produce multi-syllable words by blending sound including consonant blends.
	Blend and segment onsets and rimes of single-syllable in spoken words.	Isolate and pronounce initial, medial vowel, and final sounds in spoken multi-syllable 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.3	Phonics and Word Recognition	Phonics and Word Recognition
	Demonstrate basic knowledge of one to one letter-sound	Know the spelling-sound correspondences for common
	correspondences by producing many of the most	consonant digraphs.
	frequently used sounds of each consonant.	
		Distinguish long and short vowels when reading
	Associate the long and short vowel sounds with common spellings for the five major vowels.	regularly spelled one—syllable words.
		Know final –e and common vowel team conventions for
	Read common high-frequency words and sight words with automaticity.	representing long vowel sounds.
		Use knowledge that every syllable must have a vowel
	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.(e.g. nap and tap)	sound to determine the number of syllables in a printed word.
	und tap)	Read words with inflectional endings.
		Recognize and read grade-appropriate irregularly spelled words.
RF.4	Fluency	Fluency
	Read emergent-reader texts with one-to-one	Read grade level orally with accuracy, appropriate rate,
	correspondence to develop fluency and comprehension	and expression on successive readings.
	skill.	
	Read emergent-readers with purpose and understanding	Use context to confirm or self-correct word recognition
	Read grade level text for purpose and understanding	and understanding, rereading as necessary

	Grade 1 Language	
Standard	Kindergarten	Grade 1
L.4	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 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.	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. 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. Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.
L.5	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. 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). Shows understandings of word relationships and nuances in word meanings by identifying the real-life connections between words and their use.	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. Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use.

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		

	Narrates a single event using a combination of drawing, dictating, and/or writing. Narrates several loosely linked events using a combination of drawing, dictating, and/or writing. 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. Provides a reaction to what happened duringthe event(s) value a combination of drawing, dictating, and or writing.	Recounts two or more appropriately sequenced events in a narrative writing. Includes details regarding what happened in a narrative writing. Uses temporal words to signal event order in a narrative writing. Provides some sense of closure in a narrative writing.
W.5	Strengthens writing after responding to questions and suggestions from peers. Adds details that strengthen writing as needed after review of drafts.	Provides writing that is focused on a topic. Strengthens writing after responding to questions and suggestions from peers and self reflection. Adds details that strengthen writing as needed after review of drafts.
W.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.7	Participates in shared research and writing projects.	Participates in shared research and writing projects.
W.8	Recalls information from experiences to answer questions using a combination of drawing, dictation, and/or writing.	Recalls information from experiences to answer questions in writing. Gathers information from provided sources to answer a question in writing.

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	Informational sources, text features	
Integration		
Technology Integration	Digital tools; online series	
Interdisciplinary Connections Social Studies and Science- Informational Text		
Core Instructional and	tructional and Core Instruction: Project Read, Reading Street Series, Wonders Series	
Supplemental Materials 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 Literatur	re
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 detail Provides a description of the setting of a story using key detail Provides a description of the major events in a story using key details.	, ,
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 whenreading 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 Information	onal
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</i> , <i>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	Print Concepts:		
	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		
RF.2	Phonological Awareness:		
	Distinguish long from short vowel sounds in spoken single-syllable words.		
	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		

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

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

	Grade 2 Language		
Standard	Grade 1	Grade 2	
L.4	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.	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.	
	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.	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. Demonstrates the ability to determine or clarify the	
	Demonstrates the ability to determine the meaning of unknown and multiple-meaning words and phrases, using frequently occurring root words and their inflectional forms.	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.	

		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. Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries.
L.5	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. Demonstrates understanding of word relationships and nuances in word meanings by defining words by category and by one or more key attributes. Demonstrates understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their uses. 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.	Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives.

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

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

W.2.6	Uses a variety of digital tools to produce and publish	Uses a variety of digital tools to produce and publish
	writing.	writing.
	Collaborates with peers to produce and publish writing using a variety of digital tools.	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.	Recalls information from experiences to answer a question in writing.
	Gathers information from provided sources 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	Informational sources, text features, versions of stories,
Integration	
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	Core Instruction: Project Read, Reading Street Series, Wonders Series
Supplemental Materials	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 a recounting of stories, including fables, folktales, and myths from diverse cultures.	
	Provides an identification of the central message, lesson or moral in a text.	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 characters in a story (e.g., their traits, motivations, or feelings).	
	Provides a description of how characters in a story respond to challenges.	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.	Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. Provides a description of how each successive part of a text builds on earlier sections.
RL.6	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.	text builds on earlier sections.
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).

RL.9	Provides a comparison and contrast of two or more versions of the same story written by different authors.	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).
	Provides a comparison and contrast of two or more	
	versions of the same story written from different cultures	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).
		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).

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)

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

	Grade 3 Reading Foundation	nal Skills
Standard	Grade 2	Grade 3
RF.3	Phonics and Word Recognition:	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 words with common Latin suffixes.
	Decode regularly spelled two-syllable words with long vowels.	Decode multi-syllable words.
	Decode words with common prefixes and suffixes.	

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

	Grade 3 Language	
Standard	Grade 2	Grade 3
L.4	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)	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) FOR DIAGNOSTIC ONLY: Demonstrates the ability to
	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)	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)

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) 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) 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)
Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)
Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real- life connections between words and their use. (1) Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2) Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) 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) 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).
shades of meaning among closely related verbs and adjectives. (2) FOR DIAGNOSTIC (identify real-life connection)

L.6	Provides a statement demonstrating the meaning of	Provides a statement demonstrating the accurate meaning
	words and phrases acquired through conversations and	and use of grade-appropriate conversational and general
	reading, including adjectives and adverbs used. (1)	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	States an opinion in writing. (1) Includes the topic of the book they are writing about when sharing an opinion in writing. (2) Supplies supportive reasons when sharing an opinion in writing. (3)	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. Organization	

	Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4) Provides a concluding statement or section when sharing an opinion in writing. (5)	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
W.2	Introduces a topic in an informational or explanatory text. (1) Uses facts and definitions to develop points in an informational or explanatory text. (2) Provides a concluding statement or section in an informational or explanatory text. (3)	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.
W.3	Recounts a well-elaborated event in a narrative writing. (1) Recounts a short sequence of events in a narrative writing. (2) Includes details to describe actions, thoughts, and feelings in a narrative writing. (3) Uses temporal words to signal event order in a narrative writing. (4) Provides a sense of closure when writing a narrative. (5)	

W.4		
W.5	Provides writing that is focused on a topic. (1)	
W.3	Strengthens writing as needed when revising and editing. (2)	
W.6	Uses a variety of digital tools to produce and publish writing. (1)	
	Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)	
W.7	Participates in shared research and writing projects. (1)	
W.8	Recalls information from experiences to answer a question in writing. (1)	
	Gathers information from provided sources to answer a question in writing. (2)	

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments,	
	performance tasks, exit tickets, observations, MAP, benchmarks	
21st Century Skills and Career	Informational sources, text features, versions of stories, stories and myths from diverse cultures,	
Integration	real-life connections	
Technology Integration	Digital tools, search tools, online series, research, provide sources	
Interdisciplinary Connections	ions Social Studies- Informational Text about historical events	
	Science- scientific concepts or steps in technical procedures in a text	
	Latin- suffixes	
Core Instructional and	Core Instruction: Project Read, Reading Street Series, Wonders Series, chapter books	
Supplemental Materials	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 culturesProvides a statement of the central message, lesson, or moral in a textProvides 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 textFor 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 inmythology (e.g., <i>Herculean</i>).		

RL. 5	-Provides references to parts of stories, dramas, and poems when writing about a text, using terms such a chapter, scene, and stanzaProvides a description of how each successive part of a text builds on earlier sections.	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	-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).	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	-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)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) -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)	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. 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.

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.	
RL.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	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. 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.	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	Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).	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).	Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages).
		Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or

		Provides an explanation of how the information presented visually, orally, or quantitativelycontributes to an understanding of the text in which it appears.
RI.8	comparison, cause/effect, first/second/third in a sequence).	Provides an explanation of how an author uses reasons to support particular points in a text. Provides an explanation of how an author uses evidence to support particular points in a text.
RI.9	Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.	Provides a statement that integrates information from two texts on the same topic.

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

Grade 4				
	Language			
Standard	Grade 3	Grade 4		
L4	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.	Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).		
	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). FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of	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).		
1.5	an unknown word with the same root.			
L5	Provides distinctions between the literal and nonliteral meanings of words and phrases.	Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in		
	Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed,	context. Demonstrates the ability to explain the meaning of		

	suspected, heard, wondered). 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).	common idioms, adages, and proverbs. Demonstrates understanding of words by relating them to their opposites (antonyms) and to wordswith similar but not identical meanings (synonyms).
L6	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).	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 precise actions, emotions or states of being (e.g., quizzed, whined, stammered).

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

writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the	ideas.
response.	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.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments,		
	performance tasks, exit tickets, observations, MAP, benchmarks		
21st Century Skills and Career	Informational sources, text features, versions of stories, stories and myths from diverse cultures,		
Integration	real-life connections		
Technology Integration	Digital tools, search tools, online series, research, provide sources, interpretation of information		
	presented visually, or ally, or quantitatively		
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	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels		
Supplemental Materials	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 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 the relationships or interactions between two or more individuals in a historical, scientific, or technical 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 the relationships or interactions between two or more events in a historical, scientific, or technical 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 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.	Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. (1) Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent. (2)
RI. 7	Provides an interpretation of information presented visually (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1) Provides an interpretation of information presented orally (e.g., animations or interactive elements on Web pages). (2) Provides an interpretation of information presented quantitatively (e.g., in charts, graphs, diagrams, or	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	Provides an explanation of how an author uses reasons to support particular points in a text. (1)	Provides an explanation of how an author uses reasons to support particular points in a text. (1)
	Provides an explanation of how an author uses evidence to support particular points in a text. (2)	Provides an explanation of how an author uses evidence to support particular points in a text. (2)
		Identifies which reasons and/or evidence support which points. (3)
*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		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	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) Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text. (2) Provides an in-depth description of an event in a story or drama, drawing on specific details in the text.	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.
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.	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).
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 similarthemes 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) 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	Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	Demonstrates the ability to determine the meaning of simple similes and metaphors in context.
	Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs.	Demonstrates the ability to determine the meaning of common idioms, adages, and proverbs
	Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
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	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.	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.
	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 ideas. 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	Organization The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. 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. Narrative: Write to develop real or imagined experiences or events using effective technique,
	grammar and usage, but meaning is clear	well-chosen details, and well-structured event sequences. 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.
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.

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments,	
	performance tasks, exit tickets, observations, MAP, benchmarks	
21st Century Skills and Career	er Informational sources, text features, versions of stories, stories and myths from diverse cultures,	
Integration	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	Onnections 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	Core Instruction: Project Read, Reading Street Series, Wonders Series, Novels	
Supplemental Materials 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 movestowardaresolution.	

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 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 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).	
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.	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.	
RI.2	Provides a statement of two or more main ideas of a text.	Provides a statement of the central idea(s) of a text. Provides a statement of how the central idea is conveyed	
	Provides an explanation of how two or more main ideas are supported by key details.	through particular details. Provides an objective summary of the text distinct from	
	Provides a summary of the text	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.
RI.3	Provides an explanation of the relationships or interactions between two or more individuals in a historical, scientific, or technical text.	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).
	Provides an explanation of the relationships or interactions between two or more events in a historical, scientific, or technical text.	For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. For RH 3, provides an identification of key steps in a text's
	Provides an explanation of the relationships or interactions between two or more ideas or concepts in a historical, scientific, or technical text.	description of a process related to history/social studies.
RI.4	Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 5 topics or subject area.	Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical).
	Demonstrates the ability to determine the meaning of domain specific words or phrases in a text relevant to grade 5 topics or subject area.	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.
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.	For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text.
		For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas.

		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. For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally.
RI.6	Provides an analysis of multiple accounts of the same event, noting important similarities and/or differences in the point of view they represent. Provides an analysis of multiple accounts of the same topic, noting important similarities and/or differences in the point of view they represent.	For RI6, provides a statement of an author's point of view in a text. For RI6, provides a statement of an author's purpose in a text. For RI6, provides an explanation of how the author's point of view or purpose is conveyed in the text. 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. 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). 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).

RI.7	Provides an answer to a question or solution to a problem that draws on information from multiple print or digital sources.	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 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).
		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.
RI.8	Provides an explanation of how an author uses reasons to support particular points in a text.	For RI8, provides a tracing of the argument and/or specific claims in a text.
	Provides an explanation of how an author uses evidence to support particular points in a text.	For RI8, provides an evaluation of the argument and/or specific claims in a text.
	Identifies which reasons and/or evidence support which points.	For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.
		For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.
		For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.

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.	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). 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. For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.	
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	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Vary sentence patterns for meaning, reader/listener interest, and style. B. Maintain consistency in style and tone.	
L.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	

	relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.,	function in a sentence) as a clue to the meaning of a word or phrase. 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.,
	photograph, photosynthesis).	and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.5	Demonstrates the ability to determine the meaning of simple similes and metaphors in context. Demonstrates the ability to determine the meaning of	Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
	common idioms, adages, and proverbs. 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.	Demonstrates ability to interpret figures of speech in context. Demonstrates the ability to determine the relationship between particular words.
		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.
L.6	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)	Provides a statement demonstrating accurate meaning and use of grade appropriate general academic words and phrases.

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

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.

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.

Narrative: Write to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

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.

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.

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.

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.

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.

Grade 6 Writing History, Science, and Technical Subjects (No Change)		
Standard	Grade 5	Grade 6
W.6.8.1*	N/A	WHST.6-8.1. Write arguments focused on
		discipline-specific content.
		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.

accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 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. E. Provide a concluding statement or section that follows from and supports the argument presented. W.6.8.2* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. 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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		D. Cumport alaim(a) with logical reasoning and relevant	
understanding of the topic or text, using credible sources. 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. E. Provide a concluding statement or section that follows from and supports the argument presented. W.6.8.2* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. 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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.		B. Support claim(s) with logical reasoning and relevant,	
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. E. Provide a concluding statement or section that follows from and supports the argument presented. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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. 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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented. Wite informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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. 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. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.			
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F. Establish and maintain a formal/academic style		to inform about or explain the topic.	
L. Establish and maintain a formal/academic style,		E. Establish and maintain a formal/academic style,	
approach, and form.		approach, and form.	

	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	Informational sources, text features, versions of stories, stories and myths from diverse cultures,	
Integration	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; use of secondary source; theme; central	
	ideas; textual evidence; presentation of information; identification of aspects of a text; integration	
	of visual information	
	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	Core Instruction: Reading Street Series, Wonders Series, Collections Series, Novels	
Supplemental Materials	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 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	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 drama's or poem's form or structure contributes to meaning.
	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 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.	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.

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

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

	For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, and causally.	
RI.6	For RI6, provides a statement of an author's point of view in a text.	For RI 6, provides a statement of an author's point of view in a text.
RST.6		
RH.6	For RI6, provides a statement of an author's purpose in a text.	For RI 6, provides a statement of an author's purpose in a text.
	For RI6, provides an explanation of how the author's point of view or purpose is conveyed in the text.	For RI 6, provides an analysis of how the author distinguishes his or her position from that of others.
	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.	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.
	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).	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).
	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).	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).
RI.7	For RI7, demonstrates a coherent understanding of a	For RI 7, provides a comparison and contrast of a text to
RST.7	topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words.	an audio, video, or multimedia version of the text.
RH.7	as well as III wolus.	

	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).	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).
	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.	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).
		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).
		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.
RI.8 RST.8	For RI8, provides a tracing of the argument and/or specific claims in a text.	For RI 8, demonstrates the ability to trace an argument and specific claims in a text.
RH.8	For RI8, provides an evaluation of the argument and/or specific claims in a text.	For RI 8, provides an evaluation of whether the reasoning is sound in an argument.
	For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.	For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims.
		For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.

	For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text.	For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text
	For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text.	
RI.9	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).	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.
	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.	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.
	For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.	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.
		For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic.
RI.6.10	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 7		
	Language		
Standard	Grade 6	Grade 7	
L.3	Use knowledge of language and its conventions when	Apply knowledge of language to understand how	
	writing, speaking, reading, or listening.	language functions in different contexts, to make	
	A. Vary sentence patterns for meaning,	effective choices for meaning or style, and to	
	reader/listener interest, and style.	comprehend more fully when reading or listening.	
	B. Maintain consistency in style and tone.		
L.4	Demonstrates the ability to use context (e.g., the overall	Demonstrates the ability to use context (e.g., the overall	
	meaning of a sentence or paragraph; a word's position or	meaning of a sentence or paragraph; a word's position or	
	function in a sentence) as a clue to the meaning of a word	function in a sentence) as a clue to the meaning of a word	
	or phrase.	or phrase.	
L.5	Demonstrates ability to determine the connotations	Demonstrates the ability to determine the connotations	
	(associations) of words with similar denotations	(associations) of words with similar denotations	
	(definitions) (e.g., stingy, scrimping, economical,	(definitions) (e.g., refined, respectful, polite, diplomatic,	
	unwasteful, thrifty).	condescending).	

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

	Grade 7 Writing (No Change)		
Standard	Standard Grade 6 Grade 7		
W.1-10*	Written Expression:	Written Expression:	
	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.	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.	
	Organization	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. 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

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.

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

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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.

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

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

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

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments,		
	performance tasks, exit tickets, observations, MAP, benchmarks		
21st Century Skills and Career	Informational sources, text features, versions of stories, stories and myths from diverse cultures,		
Integration	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	Core Instruction: Collections Series, Novels		
Supplemental Materials	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	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. 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. 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.	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.
RL 10	By the end of the year, read and comprehend literature, including stories, dramas, poems at grade level text-complexity or above, scaffolding as needed.	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.

	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 a statement of a central idea of a text.	
	Provides an analysis of the development of central idea(s) over the course of the text.	Provides an analysis of the development of a central idea over the course of the text, including its relationship to	
	Provides an objective summary of a text.	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	Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories).	
	influence ideas or events).	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.

RI 7	Provides a comparison and contrast of a text to an audio, video, or multimedia version of the text. 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).	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.
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).	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).
RI 8	Demonstrates the ability to trace an argument and specific claims in a text.	Provides a delineation of the argument and specific claims in a text.
	Provides an evaluation of whether the reasoning is sound in an argument.	Provides an assessment of whether the reasoning of the argument is sound.
	Provides an evaluation of whether the evidence is relevant and sufficient to support the claims.	Demonstrates recognition of when irrelevant evidence is introduced.

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	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. FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade appropriate Greek or Latin affixes	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. 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).	and roots as clues to the meaning of a word (e.g., precede, recede, secede).	
L.5	Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	
	Demonstrates ability to interpret figures of speech in context.	Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.	
	Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).	Demonstrates the ability to determine the relationship between particular words.	

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

	Grade 8 Writing	
Standard	Grade 7	Grade 8
W.1-10	Written Expression:	Written Expression:
	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.	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.
	Organization	Organization
	The student response demonstrates purposeful coherence,	The student response demonstrates purposeful coherence,
	clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of	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, making it easy to follow the writer's progression of

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)

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 voiceand 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.

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.

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Knowledge of Language and Conventions

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	Grade 8 Language	
Standard	Grade 7	Grade 8
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.
	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).	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).
L.5	Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	Demonstrates ability to interpret figures of speech in context.	Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.
	Demonstrates the ability to determine the relationship between particular words (e.g., synonym/antonym, analogy).	Demonstrates the ability to determine the relationship between particular words.
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 History, Science and To (6-8)	echnical Subjects
Standard	Grade 7	Grade 8
6-8	WHST.6-8.1. Write arguments focused on discipline-specific content. 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. B. Support claim(s) with logical reasoning and relevant,	WHST.6-8.1. Write arguments focused on discipline-specific content. 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. 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. 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.	accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 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.
	E. Provide a concluding statement or section that follows from and supports the argument presented.	E. Provide a concluding statement or section that follows from and supports the argument presented.
6-8	WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and	WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.

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.

- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.

Demonstrates the ability to determine the relationship between particular words.

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.

- 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.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context.

Demonstrates the ability to determine the relationship between particular words.

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	Informational sources, text features, versions of stories, stories and myths from diverse cultures,
Integration	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	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	Core Instruction: Collections Series, Novels
Supplemental Materials	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

READING LITERATURE															
ANCHOR STANDARD KEY IDEAS AND DETAILS		107	and a	200	ATM.	CTU.	CTU .	7714	0711						
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details in a text.	Ask and answer questions about key details in a text.	1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.						
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, retell familiar stories,	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine a theme or central idea of a teand how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and pict; provide an objective summary of the text. 						
Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CRAFT AND STRUCTURE	3. With prompting and support, identify characters, settings, and major events in a story.	Describe characters, settings, and major events in a story, using key details.	3. Darcriba bow	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		3. Describe how a particular story's or drama's plot unfolds i a series of episodes a well as how the characters respond or change as the plot moves toward a resolution.	Analyze how particular elements of	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.						
Interpret words and phrases as they are used in a test, including determining technical, connotative, and figurative meanings, and analysis have specific word choices shape.	Ask and answer questions about unknown words in a	Identify words and phrases in stories or poems that suggest feelings or asoeal to the senses.	Describe how words and phrases (e.g., regular beats, alliferation, thymes, repeated lines) supply thythm and meaning in a story, poem, or song.	from non-literal	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., Herculean).	Determine the meaning of words and phrases as they are used in a text, including figurate language such as metaphors and similes.	used in a text, including figurative an connotative meanings; analyze th impact of a specific word choice on	connotative	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.						
5. Analyze the structure of tests, including box specific centereds, paragraphs, and larger portions of the last (e.g. a section, other some, or stanza) relate to each other and the whole.	Recognize common types of texts (e.g., storybooks, poems).	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the atory and the ending concludes the action.	5. Refer to parts of stories, dramas, and opens when witing or speaking about a text, using terms such as chapter, scene, and stamas; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue stage directions) wher writing or speaking about a text	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	meaning and tone. 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soilioquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style						
6. Assess how point of view or purpose shapes the control in the c	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dislogue aloud.	Distinguish their ow point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are n arrated, including the difference between first- and third-person narrations	Describe how a narrator's or speaker's point of view influences how events are described. Recognize and describe how an author's background and culture affect his or her perspective.	Explain how an author develops the point of view of the narrator or speaker in a text. Explain how an author's geographic location or culture affects his or her perspective.	Analyze how an author develops and contrasts the points of view of different characters or narrows in a text. Analyze stories, drama, or poems by authors who represent diverse world cultures.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic surply create surply created through the use of dramatic surply authors who created the use of dramatic surply authors who created the use of dramatic surply authors who created the use of dramatic surply and the use of dramatic surply authors who can be used to the use of dramatic surply and the use of dramatic surp						
7. Integrate and evaluate content greasented in skerper mode and formatic, including security and quantitatively, as well as in words: 16. Delineate and evaluate the argument	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral s presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	the text, including contrasting what they "see" and "hear" when	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or dram stays faithful to or departs from the text exhibits and by the choices made by the director or actions.						
and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the					T APPLICABLE TO LIT										
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RANGE OF READING AND LEVEL OF	With prompting and support, compare and confrast the adventures and experiences of characters in familiar stories. With prompting and support, students will make cultural connections to text and self.	9. Compare and contrast the contrast the experiences and experiences of characters in stories. a. With prompting and support, students will make cultural connections to text and sel	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Compare and contrast the treatment of similar themes and topics (e.g., conception of good and and and and and and and and and an	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast 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 tooics.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.						
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY															
Read and comprehend complex literary and informational tracts independently and proficiently. Responding to Literature	Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature including stories, dramas, and poetry, it the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high en of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	year, read and comprehend literature	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stonies, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.						
RESPONDING TO LITERATURE 11. Respond to literature by employing browledge of literary language, tooks declared an extensive and extensive and literature by the land comprehend.	11. With prompting and support, make connections between self, text, and the world around them (media, social interaction).	11. Make connections between self, text, and the world me world media social interaction).	11. Make connections between self, text, and the world media, social interaction).	Recognize and make connections in narralives, poetry, and drama to other tooks, ideas, cultural perspectives, personal events, and situations. based upon personal preferences	events and situations. a. Self-select text	11. Recoprize, and make interpret, and make connections in narratives, poetry, and drama, to other texts, ideas; cultural idea	drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations. a. Self-select text based on personal preferences. b. Use established criteria to classify, select, and evaluate texts to make	11. Recognize, and make interpret, and make connections in narratives, poetly, and characteristics of the connections in narratives, poetly, and artistically to other disease, cultural perspectives, eras, personal events, and stations. a Self-select late of the connection of the co	11. Interpret: analyze, and evaluate, and evaluate, narratives, poetry, and drama, artistically and ethically by making ethically by making extra, ideas, cultural perspectives, eras, personal statistics, sideas, cultural prespectives, eras, personal preferences, and sue cuteria to classify, select, and evaluate texts to make informed junisty of the pinces.						

READING INFORMATIONAL																	
ANCHOR STANDARD KEY IDEAS AND DETAILS	K	1ST	2ND	3RD	4TH	STH	6TH	7TH	STH								
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	With prompting and support, ask and answer questions about key details and in a text.	Ask and answer questions about key details in a text.	Ask and answer such questions as who, what, where, when, why,and how to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicity and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.								
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	With prompting and support, identify the main topic and reteil key details of a text.	identify the main topic and retell key details of a text	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		2. Determine the a main idea of a text and explain how it is supported by key details; summarize the text.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.								
Analyze how and why individuals, events, and ideas develop and interact over the course of a took.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	ideas, or pieces of	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	relationship between a series of historical events, scientific idea or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).								
A. Interpret words and phrases as they are used in a test, including determining technical snakes how specific world choices shape meaning or too.	With prompting and support, ask and answer questions about unknown words in a text.	Ask and answer questions to help determine or clarify the mearing of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject.	Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings, analyze the inpact of specific word hoises on meaning and tone, including analogies or allusions to other texts.								
S. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	S. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	S. Know and use various text features (e.g., captions, bold print, subheadings,	S. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	S. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	S. Analyze 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.	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept								
Assess how point of view or purpose shapes the content and style of a text. MITGRATION OF KNOWLEGE AND IDEAS	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	6. Distinguish their own point of view from that of the author of a text	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.								
2. Integrate and coulouis content prevented diverse model and formats, including visually and quantitatively, well as in words.	7. With prompting and support, describe the relationshibility and the relationshibility and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a steet.	7. Use information gained from illustrations (e.g., maps), photographs) and the words in a text to demonstrate understanding of the text (e.g., where, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	7. Integrate information presented in different media or formats (e. 8-visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an contrast a text to an multimedia version of the text, analysing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.								
	8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an , author uses reasons and evidence to support particular points in a text.	Explain how an author user reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 9. Compare and	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	S. Delineate and evaluate the argument and specific claims in a text, assessing to sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.								
Analyze how two or more tests address similar themse or topics in order to build authors take.	9. With prompting and support, identify basic similarities in and differences between two tests on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities in and differences between two texts on the same topic (e.g. in Bustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.	9. Compare and contrast the most important points and key details present in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject.	9. Longare and contrast one author's presentation of events with that of another (seg., a memoir written by and a biography by and a biography the same person). a. Use their experience and their knowledge of language and logir, as well as culture, to think analytically, address problems creatively, and advocate persuasively.	9. Analyze how two or more authors writing about the same topic shape the topic shape the topic shape the topic shape the information by different evidence advancing different evidence advancing different interpretations of facts. a. Use their experience and their knowledge of language and logic, as their experience and their knowledge of language and logic, to think analytically, address problems creatively, and advocate persuasively,	9. Analyze a case in which two or more texts provide conflicting information on the texts provide conflicting information on the same topic and identify where the texts where the texts of the conflicting information a. Use their experience and their knowledge of language and logic, as well as culture, to thank analytically, address analytically, address, address, and advocate mentions and their knowledge, and advocate pressuasively,								
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY																	

					10. By the end of year,													
			10. By the end of year,	year, read and	read and comprehend											- 1		
			read and comprehend	comprehend	informational	comprehend	10. By the end of the									- 1		
			informational	informational	texts, including	informational	year, read and	10. By the end of the										
			texts, including history/social studies.	texts, including history/social studies.	history/social studies,	texts, including	comprehend literary	year, read and comprehend literary	10. By the end of the							- 1		
			science, and technical	science, and	science, and technical texts in the	history/social studies, science and	nonfiction in the	nonfiction in the	vear read and							- 1		
		10. With prompting	texts, in the grades 2–3	technical texts, at the	grades 4–5 text	technical texts, at the	6-8 text complexity	arader	comprehend literary							- 1		
		and	text complexity band	high end of the grades		high end of the grades	band proficiently,	6-8 text complexity	nonfiction at the high							- 1		
		support, read	proficiently,	2-3 text	proficiently, with	4-5 text	with		end of the grades 6-8									
10. Read and comprehend complex literary	10. Actively engage in group reading	informational texts	with scaffolding as	complexity band	scaffolding as needed	complexity band	scaffolding as needed	scaffolding as needed	text complexity							- 1		
and informational texts independently and	activities with purpose	appropriately complex			at the high end of the	independently and	at the high end of	at the high end of	band independently							- 1		
proficiently. Responding to Literature	and understanding.	for grade 1.	of the range.	proficiently.	range.	proficiently.	the range.	the range.	and proficiently.									
SPEAKING AND LISTENING																		
ANCHOR STATEMENTS																		
COMPREHENSION AND COLLABORATION	K	1ST	2ND	3RD	4TH	STH	6ТН	7TH	втн									
				1.Engage effectively in	1.Engage effectively in	1	Engage effectively											
				a range of	a range of	1.Engage effectively in	in a range of	1.Engage effectively in										
				collaborative discussions (one-on-	collaborative discussions (one-on-	a range of collaborative discussions (one-on-	collaborative	a range of collaborative discussions (one-on-	1.Engage effectively in a									
	1.Participate in	1.Participate in	1.Participate in	one, in groups, and	one, in groups, and	one, in groups, and	discussions (one-on- one, in groups, and	one, in groups, and	range of collaborative									
	collaborative	collaborative	collaborative	teacher-led) with	teacher-led) with	teacher-led) with	teacher-led) with	teacher-led) with	discussions (one-on-one, in									
	conversations with	conversations with	conversations with	diverse partners on	diverse partners on	diverse partners on	diverse partners on	diverse partners on	groups, and teacher-led)									
Prepare for and participate effectively in a	kindergarten topics	diverse partners about grade 1 topics and	diverse partners about grade 2 topics and	grade 3 topics and texts, building on	grade 4 topics and texts, building on	grade 5 topics and texts, building on	grade 6 topics, texts, and issues, building	grade 7 topics, texts, and issues, building on	with diverse partners on grade 8 topics, texts, and									
range of conversations and collaborations with	and texts with peers	texts with peers and	texts with peers and	others' ideas and	others' ideas and	others' ideas and	on others' ideas and	others' ideas and	issues, building on others'									
diverse partners, building on others' ideas and expressing their own clearly and persuasively.	and adults in small	adults in small and	adults in small and	expressing their own	expressing their own	expressing their own clearly.	expressing their own	expressing their own	ideas and expressing their own clearly.									
expressing their own cleany and persuasively.	and larger groups. 2.Confirm	larger groups.	larger groups	ureaffy.	creany.	uleaffy.	clearly.	clearly.	own cleany.									
I	2.Confirm understanding of a	1	1	1	1	1	2.Interpret	2.Analyze the main										
	text read aloud or			2.Determine the main			information presented	ideas and supporting										
I	information presented		1	ideas and supporting			in diverse media and		2.Analyze the purpose of									
I	orally or through other media by asking and	2.Ask and answer questions about key	2.Recount or describe	details of a text read aloud or information	2.Paraphrase portions of a text read aloud or	2.Summarize a written text read aloud or	formats (e.g., visually.	diverse media and formats (e.g., visually,	information presented in diverse media and formats									
I	answering questions	details in a text read	key ideas or details	presented in diverse	information presented	information presented	quantitatively, orally)	quantitatively, orally)	(e.g., visually, quantitatively,									
	about key details and	aloud or information	from a text read aloud	media and formats,	in diverse media and	in diverse media and	and explain how it	and explain how the	orally) and evaluate the									
Integrate and evaluate information presented in diverse media and formats.	requesting clarification if something is not	presented orally or through other media.	or information presented orally or	including visually, quantitatively, and	formats, including	formats, including visually, quantitatively.	contributes to a topic, text, or issue under	, ideas clarify a topic, text, or issue under	motives (e.g., social, commercial, political)									
including visually, quantitatively, and orally.	understood.	illough outer media.	through other media.	orally.	and orally.	and orally.	study.	study.	behind its presentation.									
			3.Ask and answer	1					3.Delineate a speaker's									
			questions about what a				3.Delineate a		argument and specific									
	3.Ask and answer	 Ask and answer questions about what a 	speaker says in order	3.Ask and answer			speaker's argument and specific claims,	argument and specific claims, evaluating the	claims, evaluating the soundness of the reasoning									
	guestions in order to	speaker says in order	comprehension, gather	guestions about	3.Identify the reasons	3.Summarize the points	distinguishing daims	soundness of the	and relevance and									
	seek help, get	to gather additional	additional information,	information from a	and evidence a	a speaker makes and	that are supported by	reasoning and the	sufficiency of the evidence									
	information, or clarify	information or clarify	or deepen	speaker, offering	speaker provides to	explain how each claim	reasons and	relevance and	and identifying when									
Evaluate a speaker's point of view,	information, or clarify something that is not understood.	information or clarify something that is not understood.	or deepen understanding of a topic or issue.	speaker, offering appropriate elaboration and detail.	speaker provides to support particular points.	explain how each claim is supported by reasons and evidence.	reasons and evidence from claims that are not.	relevance and	and identifying when irrelevant evidence is introduced.									
reasoning, and use of evidence and rhetoric.	something that is not	something that is not	understanding of a	appropriate	support particular	explain how each claim is supported by reasons	evidence from claims	relevance and sufficiency of the	irrelevant evidence is									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not	something that is not understood.	understanding of a	appropriate	support particular points.	explain how each claim is supported by reasons	evidence from claims that are not.	relevance and sufficiency of the	irrelevant évidence is introduced.									
reasoning, and use of evidence and rhetoric.	something that is not	something that is not	understanding of a	appropriate	support particular	explain how each claim is supported by reasons	s evidence from claims that are not.	relevance and sufficiency of the	irrelevant evidence is									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not	something that is not understood.	understanding of a	appropriate	support particular points. 4TH 4 Report on a topic or	explain how each claim is supported by reasons and evidence.	evidence from claims that are not. 6TH 4.Present claims and	relevance and sufficiency of the evidence.	irrelevant évidence is introduced.									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not	something that is not understood.	understanding of a	appropriate	support particular points. 4TH 4.Report on a topic or text, tell a story, or	explain how each claim is supported by reasons and evidence. STH 4.Report on a topic or text or present an	6TH 4.Present claims and findings, sequencing ideas logically and	relevance and sufficiency of the evidence. 7TH 4.Present claims and findings, emphasizing	irrelevant evidence is introduced.									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not	something that is not understood.	understanding of a	appropriate elaboration and detail. 3RD	support particular points. 4TH 4.Report on a topic or text, tell a story, or recount an experience	explain how each claim is supported by reasons and evidence. 5TH 4.Report on a topic or text or present an opinion, sequencing	6TH 4.Present claims and findings, sequencing ideas logically and using pertinent	refevance and sufficiency of the evidence. 7TH 4.Present claims and findings, emphasizing salient points in a	irrelevant evidence is introduced. STH 4.Present claims and									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not	something that is not understood.	understanding of a topic or issue.	appropriate elaboration and detail. 3RD 4.Report on a topic or	4TH 4.Report on a topic or text, tell a story, or recount an experience in an organized	explain how each claim is supported by reasons and evidence. STH 4.Report on a topic or text or present an opinion, sequencing ideas logically and	6TH 4.Present claims and findings, sequencing ideas logically and	relevance and sufficiency of the evidence. 7TH 4.Present claims and findings, emphasizing salient points in a focused, coherent	arrelevant evidence is introduced. STH 4.Present claims and findings. emphasizing									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND	something that is not understood. K 4.Describe familiar	something that is not understood. 1ST 4.Describe people,	understanding of a topic or issue. ZND 4.Tell a story or recount an experience	appropriate elaboration and detail. 3RD 4.Report on a topic or text, tell a story, or recount an experience	support particular points. 4TH 4.Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and	explain how each claim is supported by reasons and evidence. 5TH 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant	Evidence from claims that are not. 4.Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main.	relevance and sufficiency of the evidence. 7TH 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts,	irrelevant evidence is introduced. STH 4.Present claims and findings, emphasizing salient points in a focused, coherent manner with									
reasoning, and use of evidence and rhetoric. PRESENTATION OF KNOWLEDGE AND IDEAS	something that is not understood. K 4.Describe familiar people, places, things,	something that is not understood. 1ST 4.Describe people, places, things, and	understanding of a topic or issue. 2ND 4.Tell a story or recount an experience with appropriate facts	appropriate elaboration and detail. 3RD 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts	4TH 4.Report on a topic or reext, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive	explain how each claim is supported by reasons and evidence. 5TH 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to	s evidence from claims that are not. 6TH 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use	relevance and sufficiency of the evidence. 2TH 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples;	irrelevant evidence is introduced. 8TH 4.Present claims and findings, emphasizing saitent points in a focused, otherent manner with relevant evidence, sound									
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2. Demonstrate command of the	capitalization, punctuation, and application and spelling when writing. La-capitalize the first word in a sentence word in a sentence and the pronoun b. Recognize and name end punctuation. L'Write a letter or letters for most consunant and short-wowd process of the process of	ornventions of the conventions of so of standard flights or patients and so of standard flights or patients and so of so	studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f.Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable	capitalization. b.Use commas and quotation marks to mark direct speech and quotations from a text.	you), to set off a tag question from the rest of the sentence (e.g., it's true, isn't it?), and to indicate direct address (e.g., is that you, Steve?). d.Use underlining, quotation marks, or italics to indicate titles	2.Demonstrate command command command compilalization, punctuation, and spelling when writing. a.Use punctuation (comman, dashed lio set off	2.Demonstrate command of the conventions of standard English capitalization, punctuation, adoptiling when writing a, the a comman to separate coordinate a securistic, it was	2.Demonstrate command of the standard figible capitalization, pointcastion, and spelling when writing, July pointcastion, and spelling when writing.								
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	bowercase Luise commended to the commended of the commend	of the so common of the sound of the sound of usage may be sound of the sound of t	when writing or possibility. possibility is possible to possibility of possibility or possibility or possibility or particular sensibility or particular particular sensibility or particular sensibility or particular partic	whose, whom, which, that and relative adverts (where, when, why). b Form and use the progressive (e.g., I was walking, I am walk	when writing or speaking. a.Explain the function of conjunctions, prepositions, and interjections in general	Liberocutrate command of conventions of standard finglish garmer and our standard finglish garmer and standard finglish garmer and garmer. A standard finglish garmer and garmer, and garmer and garme	a.Explain the function of phrases and clauses in general and their function in specific sentences. b.Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships	1. Demonstrate command of the conventions of and craps when writing or speaking. He function of verbals (genuel, infinitives) in participles, infinitives in everbals (genuel, infinitives) in captured and their function of verbals (genuel, infinitives) in captured and their function but one of the control of the control of their function of their functi								

3. Apply invavirdge of language to understand how language functions in our language entire to discuss for meaning or style, and to comprehend under language language in langua	Begins in Grade 2 Begins in Grade 2	3. Use knowledge of a language and its conventions when writing, speaking, reading, or listening. a.Compare formal and clinformal uses of	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. a.Choose words and phrases for effect.*	3.Lize knowledge of language and is language and in writing, speaking, reading or literaling and choice words and debear perceive, in Choose punctuation for effect, in Choice punctuation consteas that call for effect, in the consteast that call for effect, in the consteast that call on the	1. Lise browledge of disrupage and file international process of the control of t	3 Live increasing of a larguage and is convenience when we have a larguage and is convenience when the second of t	Julie knowledge of language and is convenience state, and reading of listings and reading of listings and reading of listings and reading and process and	3.Use knowledge of language and its conventions when conventions when creding, or literang, a.b.e veries in the state and passive vious and in the station, and the station of the station, and the particular and the station, and the station, and the station, and the station of the action, and the station, and the station of the s								
4. Determine or clarify the nearming of unknown and multiplemeaning words and phrases by using context dise, context dise, consulting general and speculation of reference appropriate.	4. Determine or clarify the meaning of unknown and unk	A Determine or clarify the meaning of unknown and multiplemeaning phrases based on grade 2 resealing phrases based on grade 2 resealing and of citateges. a Lise sentence level is a Lise sentence level is trateges. a Lise sentence level is added in the meaning of a word or phrase. Inapply inhappy, tall the meaning of unknown word with the control of the control unknown word with the control of the control unknown word with the control of the control unknown word with the meaning of the control unknown word with the meaning of the control unknown word with the meaning	A bits entirence level construct as a due to mental real a visit of physics. The physics of the	of strategies. a Juse context (e.g., a Juse context (e.g., definitions, examples, or restatements in sa due to the meaning of a word or phrase. b Juse common, gradeappropriate Greek and sa due to the meaning of a word (e.g., telegraph, photograph, autograph), autograph, per demonstrate (e.g., dielegraph, photograph, autograph, autograph, photograph, autograph,	strategies. a. Use context (e.g., cause/effect relationships and set) as a clue to the meaning of a word or phrase. b. Use common, gradeappropriate Greek and Greek	of strategies and the strategies and strategies a	a. Live contest (e.g., the world meaning of a sentence or paragraph, unclosed to the meaning of a sentence or paragraph. Unaction in a sentence) as a clue to the meaning of a word or b. Live common, gradeaporportate Greek or meaning of a word or b. Live common, gradeaporportate Greek or meaning of a word (e.g., belligerent, bellicoss, robell), as clues to the meaning of a word or control or co	a Lise context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a cine to the meaning of a sentence) as a cine to the meaning of a buse common, gradeapropriate forest or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, rece								

		5. With guidance and																	
		support from adults, demonstrate																	
		understanding of word																	
		relationships and					5.Demonstrate												
		nuances in word					understanding of												
	5.With guidance and	meanings. a.Sort words into		5.Demonstrate			figurative language, word relationships,												
	support from adults, explore word	categories (e.g.,		understanding of			and												
	relationships and	colors, clothing) to gain a sense of the		word relationships and	5.Demonstrate		nuances in word meanings.	5.Demonstrate understanding of											
	nuances in word meanings.	concepts the		nuances	understanding of		a.Interpret figures of	figurative language,											
	a.Sort common	categories represent.		in word meanings.	figurative language,		speech (e.g.,	word relationships, and											
	objects into categories (e.g.,	b.Define words by category and by one		a.Distinguish the literal and	word relationships, and nuances in word		personification) in context.	nuances in word meanings.	5.Demonstrate										
	shapes, foods) to gair a sense of the	or more key attributes			meanings.	5.Demonstrate	b.Use the	a.Interpret figures of	understanding of										
	concepts the	(e.g., a duck is a bird			a.Explain the meaning	understanding of	relationship	speech (e.g., literary,	figurative language,										
	categories represent.	that swims; a tiger is a large cat with stripes).	5 Demonstrate	context (e.g., take steps).	of simple similes and metaphors (e.g., as	rigurative language, word relationships.	between particular words (e.g.,	biblical, and mythological allusions)	word relationships, and nuances in word										
	understanding of	c.Identify real-life	understanding of word	b.Identify real-life	pretty as a picture) in	and nuances in word	cause/effect,	in context.	meanings.										
	frequently occurring verbs and adjectives	connections between words and their use	relationships and nuances in word	connections between words and their use	context. b.Recognize and	meanings. a.Interpret figurative	part/whole, item/category) to	b.Use the relationship between particular	a.Interpret figures of speech (e.g. verbal										
	by relating them to their opposites	(e.g., note places at	meanings.	(e.g.,	explain the meaning	language, including	better	words (e.g.,	irony, puns) in context.										
	(antonyms).	home that are cozy).	a.Identify real-life	describe people who	of	similes and	understand each of	synonym/antonym,	b.Use the relationship										
	c. Identify real-life connections between	d.Distinguish shades of meaning among	connections between words and their use	are friendly or helpful).	common idioms, adages, and proverbs.	metaphors, in context. b.Recognize and	the words	analogy) to better understand each of the	between particular words to better										
	words and their use	verbs differing in	(e.g., describe foods	c.Distinguish shades	c.Demonstrate	explain the meaning of	c. Distinguish among	words.	understand each of the										
	(e.g., note places at school that are	manner (e.g., look, peek, glance, stare,	that are spicy or juicy). b.Distinguish shades	of meaning among	understanding of words by relating	common idioms, adages, and proverbs.	the connotations (associations) of	c.Distinguish among the connotations	words. c.Distinguish among				1						
	colorful). d.Distinguish shades	glare, scowl) and	of meaning among	related	them	c.Use the relationship	words	(associations) of words	the connotations				1						
5. Demonstrate	of meaning among	adjectives differing in	closely related verbs	words that describe	to their opposites	between particular	with similar	with similar	(associations) of words				1						
understanding of figurative language,	verbs describing the same general action	intensity (e.g., large, gigantic) by defining or	(e.g., toss, throw, hurl) and closely related	states of mind or degrees of	(antonyms) and to words with similar but	words (e.g., synonyms, antonyms	denotations (definitions) (e.g.,	denotations (definitions) (e.g.,	with similar denotations				1						
word relationships and	(e.g., walk, march,	choosing them or by	adjectives (e.g., thin,	certainty (e.g., knew,	not identical	homographs) to better	stingy, scrimping,	refined, respectful,	(definitions) (e.g.,										
nuances in word	strut, prance) by acting	acting out the	slender, skinny,	believed, suspected,	meanings	understand each of the words.	economical,	polite, diplomatic,	bullheaded, willful,										
meanings.	out the meanings.	meanings.	scrawny).	heard, wondered).	(synonyms).	words.	unwasteful, thrifty).	condescending).	firm, persistent, resolute).										
					6.Acquire and use														
Acquire and use accurately a range of					accurately gradeappropriate														
general academic and					general														
domain-specific words				6.Acquire and use	academic and	6. Acquire and use	6.Acquire and use												
and phrases sufficient for reading, writing.				accurately gradeappropriate	domainspecific words and	accurately gradeappropriate	accurately gradeappropriate	6.Acquire and use accurately	6.Acquire and use										
speaking, and listening			6.Use words and	conversational,	phrases, including	general	general	gradeappropriate	accurately										
at the college and career readiness level:		6.Use words and	phrases acquired	general academic, and		academic and domainspecific	academic and	general academic and	gradeappropriate general										
demonstrate		phrases acquired through conversations,	through conversations, reading and being	domain-specific words and	emotions, or states of	words and	domainspecific words and	domainspecific	academic and										
independence in		reading and being	read to, and	phrases, including	being (e.g., quizzed,	phrases, including	phrases; gather	words and	domainspecific										
gathering vocabulary knowledge when	6.Use words and phrases acquired	read to, and responding to texts,	responding to texts, including using	those	whined, stammered) and that are basic to a	those that signal	vocabulary knowledge	phrases; gather vocabulary knowledge	words and phrases; gather										
encountering an	through	including using	adjectives and adverbs	temporal relationships	particular topic (e.g.,	other logical	when considering a	when considering a	vocabulary knowledge										
unknown term important to	conversations, reading and being	frequently occurring conjunctions to signal	to describe (e.g., When other kids are	(e.g., After dinner that	wildlife, conservation, and endangered when	relationships (e.g.,	word or phrase important to	word or phrase	when considering a word or phrase										
comprehension or	reading and being read to, and	simple relationships	happy that makes me	for	discussing animal	nowever, aithough, nevertheless, similarly,	comprehension or	important to comprehension or	important to										
expression.	responding to texts.	(e.g., because).	happy).	them).	preservation).	moreover, in addition).	expression.	expression.	comprehension or expression										
	+								expression										
WRITING																			
ANCHOR STANDARD																			
TEXT TYPES AND PURPOSES	K	1ST	2ND	3RD	4TH	STH	6TH	7TH	STH										
							Write arguments to support claims	1.Write arguments to support claims with	1.Write arguments to support claims with clear										
	1						with clear reasons	clear reasons and	reasons and relevant				1						
1	1				Write opinion pieces on topics or	1.Write opinion pieces	and relevant evidence.	relevant evidence. a.Introduce claim(s),	evidence. a.Introduce claim(s).				1						
1	1				texts, supporting a	on topics or texts,	a.Introduce claim(s)	acknowledge alternate	acknowledge and	1			1						
1	1				point of view with reasons and	supporting a point of view with reasons and	and organize the	or opposing claims, and organize the reasons	distinguish the claim(s) from alternate or opposing				1						
	1				information.	information.	clearly.	and evidence logically.	claims, and organize the				1						
	1				a.Introduce a topic or	a.Introduce a topic or	b.Support claim(s)	b.Support claim(s) with	reasons and evidence				1						
1	1					text clearly, state an opinion, and create an	with clear reasons and relevant	logical reasoning and relevant evidence.	logically. b.Support claim(s) with				1						
1	1			view with reasons.	organizational	organizational	evidence, using	using accurate, credible	logical reasoning and	1			1						
1	1			a.Introduce the topic	structure in which related ideas are	structure in which ideas	credible sources and	sources and	relevant evidence, using accurate, credible sources				1						
1	1			or text they are writing about, state ar	related ideas are grouped to support	are logically grouped to support the writer's	understanding of the	demonstrating an understanding of the	accurate, credible sources and demonstrating an				1						
1	I		1. Write opinion pieces	opinion, and create an	the writer's purpose.	purpose.	topic or text.	topic or text.	understanding of the topic				1						
1	Use a combination of drawing, dictating,		in which they introduce the topic or	organizational structure that lists	b.Provide reasons that are supported by facts	b.Provide logically	c.Use words, phrases, and clauses	c.Use words, phrases, and clauses to create	or text. c.Use words, phrases, and				1						
1	and writing to		book they are writing	reasons.	and details.	are supported by facts	to clarify the	cohesion and clarify	clauses to create cohesion	1			1						
1	compose opinion pieces in which they	1.Write opinion pieces	about, state an	b.Provide reasons that support the opinion.	c.Link opinion and reasons using words	and details. c.Link opinion and	relationships among claim(s) and reasons.	the relationships	and clarify the relationships among claim(s),	1			1						
1	tell a reader the topic		reasons that support		reasons using words and phrases (e.g., for	reasons using words.	claim(s) and reasons. d.Establish and	among claim(s), reasons, and evidence.	among claim(s), counterclaims, reasons, and	1 1			1						
1	or the name of the	the topic or name the	the opinion, use linking	and phrases (e.g.,	instance, in order to,	phrases, and clauses (e.	maintain a formal	d.Establish and	evidence.				1						
1	book they are writing about and state an	book they are writing about, state an	words (e.g., because, and, also) to connect	because, therefore, since, for example) to	in addition). d.Provide a	g., consequently, specifically).	style. e.Provide a	maintain a formal style. e.Provide a concluding	d.Establish and maintain a				1						
1. Write arguments to support claims in an	opinion or preference	opinion, supply a	opinion and reasons,	connect opinion and	concluding statement	d.Provide a concluding	concluding	statement or section	e.Provide a concluding	1			1						
analysis of substantive topics or texts, using	about the topic or		and provide a	reasons.	or section related to	statement or section		that follows from and	statement or section that	1			1						
valid reasoning and relevant and sufficient	pook (e.g., My favorit	e and provide some sense of closure.	concluding statement or section.	d.Provide a concluding statement or section.	tne opinion	related to the opinion presented.	that follows from the argument presented.	supports the argument presented	follows from and supports the argument presented.	1		1	1	1		1			
evidence.	book is).																		

Write informative/explanatory tests to examine and convey complex ideas and information clearly and accurately through the content conten	ry texts in which they name what they are writing about and supply some	2. Weeke sidemathe/replanation sidemathe/replanation yields in which they name a topic, supply some facts about the come some of dissue.	2. Write informative fine data was a role of the control of the co	2. Write informative/regianate informative/regianate informative/regianate informative/regianate interest interest interest interest informative register register informative register register informative register regis	2.000 per la compania de la compania del la compania	2. Write informative/explanator informative/explanator tespic and convey ideas and information clearly. Leading and convey ideas and information clearly, provide a foolic clearly, provide a foolic clearly, provide a general observation and focus, and group clearly include formatting (e.g., and provided information (e.g., and provided information (e.g., and multimedia), and multimedia comprehension, or other comprehension, or other comprehension, or other converse details, quotations, or other converse details, quotations, or other converse details, quotations, or other converse details, and multimedia information using words, phrases, and clauses (e.g., in d.). Also process language and domain-specific words, phrases, and clauses (e.g., in d.). Also process language and domain-specific concluding statement or section related to explanation presented	ony texts to examine a spice and convey in the spice and convey in the spice and convey in information through the selection, or organization, and content. a introduce a topic operate data, information, using strategies such a selection information, using strategies such as definition, cusing strategies such as definition, concert default, qualified and such as definition, concert default, quotations, or other information or other information such such as default such s	2. Write informative frequency of the control of th	maintain a formal style. f.Provide a concluding statement or section that follows from and supports the information or explanation presented 3. Write narratives to develop real or imagined								
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-production and the production of the producti	events, tell about the	include some details regarding what happened, use temporal words to signal event order, and provide some sense of	3. With narratives in which they recount a which they recount a week disaborate even were well as the second of th	J. Write narratives to many the control of the cont	experiences and events or show the responses of characters to situations. c.Use a variety of transitional words an phrases to manage the sequence of events. d.Use concrete words and phrases and sensory details to convey experiences.	and pacing, to develop experiences and events or show the responses of characters to situations. c.Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	technique, relevant descriptive details, and well-structured event sequences.	3. When controllers to develop make the majority operation of the majority operation of the majority operation of the majority operation of events startly operation of events of events startly operation of events startly and popular of events startly operation of events.	experiences or events using reference sectionique, relevant descriptione details, reference sectionique devent exequences. A linguage and orient the exequences and orient the reader by establishing a counted as sed point of view and/or characteries, organize an event sequence that underfor characteries, organize an event sequence that underfor sharacteries, and event sequence that underfor sharacteries, and event sequence that underfor sharacteries, and event sequences that underfor sharacteries, exerts, and/or characteries, exerts, and/or characteries, exerts, and/or characteries, or exerts, and/or characteries, signal shifts from one term for the orientation or setting to another, and another setting the setting to another and another setting that the settin								
A. Produce clear and coherent serting in which the development, organization, and style are appropriate to task, purpose, and style are appropriated to task, purpose, and task purpose, an	Begins in 3rd Grade 5. With spalcesco and support from soluble, respond to gradient properties of appellies between the control of the contr	Begins in 3rd Glade 5. With guidance and Good on a topic, respond to questions and cut significant of the control of the cont	S. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by	A Win guidance and produce writing in which the produce writing in which the comparison of the produce writing in which the comparison of the produce writing in the produce of the produ	support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and	a Produce clear and chronic clear and chronic clear and chronic content writing in which the development appropriate to task, purpose, and audience, appropriate to task, purpose, and audience, appropriate to task, purpose, and audience, appropriate to task, purpose, and audience clear content of the conte	audience. (Grade- specific expectations for writing types are defined in standards 1-3 above). 3. Produced in the specific expectation of the	purpose, and audience (Grade-specific expectations for writing types are sidefined in standards: a shower as Profession of Cultures and perspectives. So with a explores a variety of cultures and support from peer and audit, develop and surpose of the company of	expectations for writing types are defined in a. In- froduce text (print or nonprint) that explores a variety of cultures and perspectives. S.With some guidance and support from peers and support from peers and strengthen writing as needed by planning, revising, editing, rewriting, criving on how well focusing on how well								

Use technology, including the Internet, to produce and publish writing and to interest and members and publish writing and to interest and members and publish writing and to interest and the members are also and the publishment of the p	6. With guidance and support from adults, explore a variety of digital took to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peer	produce and publish	6. With some guidance and support from adults, use technology, including the Internet, well as to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum o three pages in a	cite sources as well as to interact and collaborate with others, including	6. Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.								
7. Conduct ehert as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigate.	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	7. Conduct short research projects that build knowledge about a toolc.	7. Conduct short research projects that build knowledge through investigation of different aspects of a toolc.	7.Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a	7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.								
Gather relevant information for multiple ports and digital source, assess the credibility and accuracy of each source, and integrate the information while acciding togisterium.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		8. Recall information from experiences or gather information from provided sources to answer a question.		Recall relevant information from experiences or gather relevant information from point and district and district.	8.Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and flinished work, and provide a list of sources.	8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plaglarism and providing basic bibliographic information for	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagjarsim and following a standard format for citation.	Sather relevant information from multiple print and digital sources, using search terms effectively, assert terms effectively, assert terms effectively and accuracy of caraphases the data and conclusions of others while avoiding plagifarm and following a standard format for citation.								
Draw evidence from literary or informational test to support analysis, and a support analysis, an	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Degins in Grade 4	9. Draw evidence from literary or more informational tests to support analysis, research, and a support analysis, a support analysis, a support analysis, a support analysis, a support analysis of the support analysis of suppor	Draw evidence from literary or informational texts to support analysis, reflection, and	Dame reidence from literary or informational tests to support analysis, reflectors, and to support analysis, reflectors, and a Japhy grade 6 Reading standards to literature (e.g., analys) grade 6 Reading standards to literature (e.g., analys) grade 6 Reading standards to literature (e.g., analysis analysis and different forms or genree (e.g., stories and general forms) and the standards of the standards to similar themes and budply grade 6 Reading standards to literary nonfiction (e.g., "Tisce and specific claims in a text, dissipational standards to literary nonfiction of the standards to literary nonfiction of the standards to literary nonfiction date of the standards to literary nonfiction of the standards to literary nonfiction of the standards to literary nonfiction of the standards of the	Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	2.0 mm evidence from Steray or efformational tests to support analysis, reflection, and research. A popy year 68 Reading and the steray of the steray of the "Analyse how a mode of "Analyse ho								
Write routinely over extended time frames time for research, reflection, and revision) and shorter time frames is single sitting or a day or two) for a ranger of tasks, purposes, and sudences.	s Begins in Grade 3	Beings in Grade 3	Begins in Grade 3	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (time frames (single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences.	10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences								
IS-POROMO TO LITERATURE 11. Develop personal, cultural, textual, and enemalic convictions within any abous general digital and or old presentations, employing a suitely of media and ord presentations, employing a suitely of media and suite	11. Create and/or present a poem, dramatization, art work, or personal particular author or theme studied in class, with support as needed.	11. Create and present a poem, dramatization, art work, or personal author or theme studied in class, with support as needed.	11. Create and present a poem, narrative, play art work, or personal author or theme studed in class, with support as needed.	11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.	11. Create and present a poem, narrative, play at work, or liferary review to a particular suther or theme studied in class.	11. Create and present an original poem, narrative, play, att work or literary critique in response to a particular author or theme studied in class. a. Recognized and continuation of the continuation of t	11. Create and present a text or at work in response to a literary work. a. Develop a perspective or them supported by relevant by relevant b. Recognize and illustrate social, historical, and cultura features in the presentation of literary texts. c. Create poetry, and other literary forms, and other literary forms, and other literary forms (e.g. videos, art work).	11. Create a presentation, art work, or text in response to a tocommentary that it dentifies connections. a. Maske deliberate, personal, cultural, and thematic personal, cultural, and thematic opening, stories, plays, and other literary forms (e.g. videos, art work).	11. Create a presentation, art work, or text in response to a literary work with a first and a literary work with a first and explains connections and explains connections and explains divergences from the original. a fixth well-supported personal, cultural, textual, personal, cultural, textual, personal, cultural, textual, personal, cultural, textual, arcross genree. b. Create poetry, stories, plays, and other filterary forms (e.g. videos, art work).								