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

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

		IG PRINCIPLE FOR READING LITE	RATURE itly and to make logical inferences from		Interdisciplinary
	it; cite specific textual evidence		Literacy Practices		
		PROGRESSION			Recognize that text is anything that
	RL.K.1	RL.1.1	RL.2.1	1	communicates a message.
	With prompting and support, ask and answer explicit questions about key ideas and de-	With prompting and support, ask and answer explicit questions about key ideas and de-	Ask and answer such questions as who, what, where, when, why and how, and make and support logical	2	Employ, develop and refine schema to understand and create text.
	tails and make logical infer- ences to construct meaning from the text.	tails, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Com With prompting and support, as	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
	and support logical inferences	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	2. Students will determine cent		alyze their development; cite specific tions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
	the text.				Utilize digital resources to learn and share with others.
		PROGRESSION		7	
	RL.K.2  With prompting and support, orally recognize key details from a summary to demon-	RL.1.2  With prompting and support, recognize key details from a summary to demonstrate un-	RL.2.2  Identify implicit and explicit information from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
	strate understanding of the lesson learned in the story.	derstanding of the author's message, lesson learned and/or moral.	the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.1.	2		Develop a literacy identity that pro-
_		prehension Purple (bold) = Analysis		10	motes lifelong learning.
	With prompting and support, recognize key details from a summary to demonstrate understanding of the AUTHOR'S MESSAGE, LESSON LEARNED AND/OR MORAL.				HOME

GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
<b>3.</b> Students will analyze how and a text.		Literacy Practices		
	PROGRESSION		1	Recognize that text is anything that
RL.K.3	RL.1.3		communicates a message.	
With prompting and support, identify characters, settings and major events in order to	Describe characters, settings and major events in a story, using key details in order to	Describe how characters in a story respond to major events and challenges in order to make meaning of the	2	Employ, develop and refine schema to understand and create text.
make meaning of the story development.	make meaning of the story development.  MULTIDIMENSIONALITY RL.1.3	story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp Describe CHARACTERS, SETTING	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
meaning of the story developm	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
4. Students will interpret words	and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical,	6	Collaborate with others to create new meaning.
Ü	PROGRESSION	, ,		Utilize digital resources to learn and
RL.K.4	RL.1.4	RL.2.4	7	share with others.
With prompting and support, identify words and phrases in stories or poems that suggest	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or re-	8	Engage in specialized, discipline-specific literacy practices.
feelings or appeal to the senses.	in order to construct meaning.	peated lines, supply rhythm and shape meaning in a story, poem, or song.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.1.4			Davidan a Banan Mark 19 (b)
. , ,	prehension Purple (bold) = Analysis ories or poems that SUGGEST FEELII	MAROON (CAPS) = CONTENT  NGS OR APPEAL TO THE SENSES <b>in order</b>	10	Develop a literacy identity that promotes lifelong learning.
to construct meaning.	57			HOME

		IG PRINCIPLE FOR READING LITE	RATURE fic sentences, paragraphs and larger por-		Interdisciplinary		
	tions of the text relate to each o	•	ne sentences, paragraphs and larger por		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that		
	RL.K.5	RL.1.5	RL.2.5	*	communicates a message.		
	Recognize common structures of poems, stories and dramas.	Recognize major differences between the structures of po- ems, stories and dramas, includ-	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not	2	Employ, develop and refine schem to understand and create text.		
		ing but not limited to linear, nonlinear and circular struc- tures.	limited to linear, non-linear and circular structures.	3	View literacy experiences as transational, interdisciplinary and transformational.		
		MULTIDIMENSIONALITY - RL.1.	5		Utilize receptive and expressive la		
]	. , .	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Recognize major differences between the STRUCTURES OF POEMS, STORIES AND DRAMAS, including but					
	not limited to LINEAR, NONLINE	5	Apply strategic practices, with scaffolding and then independentl to approach new literacy tasks.				
		int of view, perspective and purpose	e shape the content and style of a text.	6	Collaborate with others to create new meaning.		
		PROGRESSION		_	Utilize digital resources to learn ar		
	RL.K.6	RL.1.6	RL.2.6	7	share with others.		
	With prompting and support, identify the author and illustrator of a story and explain	With prompting and support, identify who is telling the story at various points in a text.	With prompting and support, acknowledge differences in the perspectives of characters, including by	8	Engage in specialized, discipline- specific literacy practices.		
	how each tells the story.		speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text.	9	Apply high level cognitive processe to think deeply and critically about text.		
		MULTIDIMENSIONALITY - RL.1.			Develop a literacy identity that pro		
	Green (italic) = Comp	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.		
7		antifold is TELLING THE STORY	With prompting and support, identify WHO IS TELLING THE STORY at various points in a text.				

12		NG PRINCIPLE FOR READING LITE  evaluate content presented in print	ERATURE  /non-print forms of text found in diverse		Interdisciplinary Literacy Practices	
		PROGRESSION				
	RL.K.7	RL.1.7		communicates a message.		
	With prompting and support, describe the relationship be- tween illustrations and the	Use a story's illustrations and details to describe its characters, setting and events.	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting	2	Employ, develop and refine schema to understand and create text.	
	story in which they appear.	, ,	and plot.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
		MULTIDIMENSIONALITY - RL.1.	.7		Utilize receptive and expressive lan-	
	Green (italic) = Com Use a story's illustrations and d	4	guage arts to better understand self, others and the world.			
	GUIDIN	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
2	8. Students will delineate and or validity, reasoning, relevance a	6	Collaborate with others to create new meaning.			
		PROGRESSION			Utilize digital resources to learn and share with others.	
	RL.K.8	RL.1.8	RL.2.8	7		
	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.	
					Apply high level cognitive processes	
				9	to think deeply and critically about text.	
		MULTIDIMENSIONALITY - RL.1.	.7	9		
	<i>Green (italic) = Com</i> (Not applicable to literature)	MULTIDIMENSIONALITY - RL.1.  prehension Purple (bold) = Analysis		10		

GUIDING PRINCIPLE FOR READING LITERATURE  9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Interdisciplinary Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that	
RL.K.9	RL.1.9	RL.2.9		communicates a message.	
With prompting and support, compare/contrast the adventures and experiences of char-	Compare/contrast the adventures and experiences of characters in stories.	Compare/contrast two or more versions of the same story by different authors or from different cultures.	2	Employ, develop and refine schema to understand and create text.	
acters in stories.			3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RL.1.9			Utilize receptive and expressive lan-	
	prehension Purple (bold) = Analysis res and experiences of CHARACTERS		4	guage arts to better understand self, others and the world.	
	G PRINCIPLE FOR READING LITE	ERATURE exts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	PROGRESSION	,	6	Collaborate with others to create new meaning.	
RL.K.10	RL.1.10	RL.2.10		<del>                                     </del>	
With prompting and support, flexibly use a variety of comprehension strategies (i.e., ques-	With prompting and support, flexibly use a variety of comprehension strategies (i.e., question-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualiz-	7	Utilize digital resources to learn and share with others.	
tioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining	ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade-	8	Engage in specialized, discipline- specific literacy practices.	
importance) to make sense of grade-level appropriate, complex literary texts.	portance) to make sense of grade-level appropriate, complex literary texts.	level appropriate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.1.1	.0		13.1	
	MOLITOINIENSIONALITI ILL.I.I				
Green (italic) = Comp With prompting and support, fle	orehension Purple (bold) = Analysis exibly use a variety of comprehension	MAROON (CAPS) = CONTENT on strategies (i.e., questioning, monitor- etermining importance) to make sense of	10	Develop a literacy identity that promotes lifelong learning.	

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

	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9	<b>1.</b> Students will read closely to out; cite specific textual evidence		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.K.1	RI.1.1	RI.2.1	_	communicates a message.
	With prompting and support, ask and answer explicit questions about key concepts and	With prompting and support, ask and answer explicit questions about key concepts and	Ask and answer such questions as who, what, where, when, why, and how and make and support logical	2	Employ, develop and refine schema to understand and create text.
	details and make logical inferences to construct meaning from the text.	details, and make and support logical inferences to construct meaning from the text.	inferences to construct meaning from the text.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
		MULTIDIMENSIONALITY - RI.1.	i		Utilize receptive and expressive lan
		orehension Purple (bold) = Analysis sk and answer explicit questions ab	MAROON (CAPS) = CONTENT out KEY CONCEPTS AND DETAILS, and	4	guage arts to better understand self others and the world.
	make and support logical infere	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.		
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create
9		·	development; cite specific textual evipport conclusions drawn from the text.	6	new meaning.
	dence, merading summary, para	•	pport conclusions drawn from the text.	7	Utilize digital resources to learn and share with others.
	DL V 2	PROGRESSIONS	RI.2.2	<b>'</b>	
	RI.K.2  With prompting and support, orally recognize key details	RI.1.2  With prompting and support, recognize key details from a	Identify implicit and explicit infor- mation from a summary to determine	8	Engage in specialized, discipline- specific literacy practices.
	from a summary to demonstrate understanding of the central idea of a text.	summary to demonstrate understanding of the central idea of a text.	the central idea of a text.	9	Apply high level cognitive processe to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.1.2	2		
		orehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	With prompting and support, recognize KEY DETAILS from a summary to demonstrate understanding of the CENTRAL IDEA of a text.				

	G PRINCIPLE FOR READING LITE	RATURE  develop and interact over the course of		Interdisciplinary	
a text.	wity maividuals, events and ideas	develop and interact over the course of	Į.	Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that	
RI.K.3	RI.1.3		communicates a message.		
With prompting and support, identify the individuals, events, ideas or pieces of in-	With prompting and support, identify the connection between individuals, events, ideas	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical	2	Employ, develop and refine schema to understand and create text.	
formation presented over the course of a text.	or pieces of information over the course of a text.	procedures over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RI.1.3	3		Utilize receptive and expressive lan-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
	With prompting and support, identify the connection between INDIVIDUALS, EVENTS, IDEAS OR PIECES OF INFORMATION over the course of a text.				
	G PRINCIPLE FOR READING LITE and phrases as they are used in	RATURE  a text, including determining technical,	6	Collaborate with others to create new meaning.	
	ings, and analyze how specific wor			Utilize digital resources to learn and share with others.	
	PROGRESSION		7		
RI.K.4	RI.1.4	RI.2.4			
With prompting and support, ask and answer questions	Ask and answer questions to help determine or clarify the	Determine the meaning of general academic words and phrases and how	8	Engage in specialized, discipline- specific literacy practices.	
about unknown words in a text.	meaning of words and phrases in a grade-level text.	those words and phrases shape mean- ing in a grade-level text.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.1.4	1		Develop a literacy identity that pro-	
Green (italic) = Comp	, , ,	MAROON (CAPS) = CONTENT	10	motes lifelong learning.	
Ask and answer questions to help TEXT.	determine or clarity the meaning	of words and phrases in a GRADE-LEVEL		HOME	

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

GUIDIN	G PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
<b>7.</b> Students wills integrate and e media and formats.	Literacy Practices			
	1	Recognize that text is anything that communicates a message.		
RI.K.7	RI.1.7	RI.2.7		communicates a message.
With prompting and support, describe the relationship between visuals and the text.	Use the visuals and details in a text to describe its key ideas.	Identify information gained from visuals and words in the text, and explain how that information contributes to	2	Employ, develop and refine schema to understand and create text.
tween visuals and the text.		understanding of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.1.	7		Utilize receptive and expressive lan-
Green (italic) = Comp	4	guage arts to better understand self, others and the world.		
 Use the visuals and details in a t	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Collaborate with others to create
<b>8.</b> Students will delineate and evalidity, reasoning, relevance an	• ,	ns and evidence in a text, assessing the	6	new meaning.
	PROGRESSION		7	Utilize digital resources to learn and
RI.K.8	RI.1.8	RI.2.8		share with others.
With prompting and support, identify the claim and the reasons an author gives to sup	Identify the claim and the reasons an author gives to support the claim in a text.	Describe how reasons support specific claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
sons an author gives to support claims in a text.	the claim in a text.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.1.8	8		Develop a literacy identity that pro-
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
Identify the CLAIM and the REAS	SONS an author gives to support the	e CLAIM in a text.		HOME
	65			

		o or more texts address similar then oppositely the authors take.			Interdisciplinary Literacy Practices
	PROGRESSION RI.K.9 RI.1.9 RI.2.9				Recognize that text is anything that communicates a message.
ji	With prompting and support, dentify information from two or more texts on similar	Identify information from two or more texts on similar themes or topics.	Describe the relationship between information from two or more texts on the same theme or topic.	2	Employ, develop and refine schema to understand and create text.
t	themes or topics.	MULTIDIMENSIONALITY - RI.1.9		3	View literacy experiences as transactional, interdisciplinary and transformational.
		DR MORE TEXTS ON SIMILAR THEM		4	Utilize receptive and expressive language arts to better understand self, others and the world.
1	GUIDIN  10. Students will read, compreh	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	у.	PROGRESSION		6	Collaborate with others to create new meaning.
f	<b>RI.K.10</b> With prompting and support, flexibly use a variety of compre-	RI.1.10  With prompting and support, flexibly use a variety of compre-	RI.2.10  By the end of the year, flexibly use a variety of comprehension strategies	7	Utilize digital resources to learn and share with others.
t ii	nension strategies (i.e., ques- tioning, monitoring, visualizing, nferencing, summarizing, using prior knowledge, determining	hension strategies (i.e., question- ing, monitoring, visualizing, infer- encing, summarizing, using prior knowledge, determining im-	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, using pri- or knowledge, determining importance) to read, comprehend and analyze grade-	8	Engage in specialized, discipline- specific literacy practices.
g	mportance) to make sense of grade-level appropriate, com- olex informational texts.	portance) to make sense of grade-level appropriate, complex informational texts.	level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp With prompting and support, <b>fle</b>		MAROON (CAPS) = CONTENT on strategies (i.e., questioning, monitor-	10	Develop a literacy identity that promotes lifelong learning.
					HOME

	Н		Interdisciplinary Literacy Practices		
	is regarding the placement of the adiness and handwriting curriculu	NOTE handwriting curriculum within the s m utilized.	school year should be made based	1	Recognize that text is anything that communicates a message.
HW. 1.1	Legibly print all upper- and lowe	ercase letters and numerals with co	rrect form.	2	Employ, develop and refine schema to understand and create text.
	HW.K.1  Print all upper and lowercase	<b>HW.1.1</b> Legibly print all upper- and low-	HW.2.1  Introduce formation of all upper-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	letters and numerals.	ercase letters and numerals with correct form.	and lowercase cursive letters.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
				7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
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	Composition – Grade 1		Interdisciplinary Literacy Practices	
	TEXT TYPES AND PURPOSE	1	Recognize that text is anything that communicates a message.	
	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<u>C.1.1</u>	<ul><li>b. Introduce the topic.</li><li>c. Provide reasons with details to support the opinion.</li><li>d. Use grade-appropriate transitions.</li></ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	<ul><li>e. Provide a concluding section.</li><li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and	6	Collaborate with others to create new meaning.	
	digital resources, to establish a topic and provide information about the topic.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.  b. Introduce the topic.  c. Supply information with detail to develop the topic.  d. Use grade-appropriate conjunctions to develop text structure within sentences.  e. Use grade-appropriate transitions to develop text structure across paragraphs.  f. Provide a concluding section.  g. With guidance and support from peers and adults, develop and strengthen writing as needed by		Utilize digital resources to learn and share with others.	
			Engage in specialized, discipline- specific literacy practices.	
<u>C.1.2</u>			Apply high level cognitive processes to think deeply and critically about text.	
			Develop a literacy identity that promotes lifelong learning.	
	planning, revising and editing.	HOME		

	Composition – Grade 1		Interdisciplinary Literacy Practices		
	TEXT TYPES AND PURPOSE	_	Recognize that text is anything that		
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to devel-	1	communicates a message.		
	op real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	2	Employ, develop and refine schema to understand and create text.		
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="every">every</a> writing experience must utilize those digital resources.)	3	View literacy experiences as transac-		
<u>C.1.3</u>	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	3	tional, interdisciplinary and transfor- mational.		
<u>C.1.5</u>	b. Recount a single event or multiple events, memories or ideas.	4	Utilize receptive and expressive lan- guage arts to better understand self,		
	c. Include details which describe actions, thoughts, emotions.	Ľ	others and the world.		
	d. Use temporal words and phrases to signal event order.		Apply strategic practices, with		
	e. Create a sense of closure.	5	scaffolding and then independently, to approach new literacy tasks.		
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	_			
		6	Collaborate with others to create new meaning.		
	PRODUCTION AND DISTRIBUTION		new meaning.		
<u>C.1.4</u>	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	7	Utilize digital resources to learn and share with others.		
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE		Engage in specialized, discipline-		
<u>C.1.5</u>	With guidance and support, participate in shared research and writing projects.	8	specific literacy practices.		
<u>C.1.6</u>	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		Apply high level cognitive processes to think deeply and critically about text.		
		10	Develop a literacy identity that pro-		
	RANGE OF WRITING	10	motes lifelong learning.		
<u>C.1.7</u>	(Begins in grade 3)		HOME		

## **GUIDING PRINCIPLE FOR COMPOSITION**



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

}	1. Students will compose argument valid reasoning and relevant and su		Literacy Practices		
	244	PROGRESSION	224	1	Recognize that text is anything that communicates a message.
	C.K.1  Compose opinion pieces, using a combination of drawing, dictating, writing and digital re-	C.1.1  Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to	C.2.1  Compose opinion pieces, using a combination of writing and digital resources, on topics or texts,	2	Employ, develop and refine schema to understand and create text.
	sources, to state the topic and an opinion.	state the topic and an opinion.	with supporting reasons.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	not <u>every</u> writing experience must utilize those digital re- sources.)	every writing experience must utilize those digital resources.)	not <u>every</u> writing experience must utilize those digital resources.)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	a. With guidance and support from adults, strengthen	With guidance and support     from adults, strengthen     writing through peer collabo-	a. With guidance and support from adults, strengthen	6	Collaborate with others to create new meaning.
	writing through peer collabo- ration and adding details through writing and/or pic-	ration and adding details through writing and/or pic- tures as needed.	writing through peer collab- oration and adding details through writing and/or pic-	7	Utilize digital resources to learn and share with others.
	tures as needed.	b. Introduce the topic.	tures as needed.  b. Introduce the topic, followed by opinion statement and create an organizational structure.	8	Engage in specialized, discipline- specific literacy practices.
	b. Introduce the topic.			9	Apply high level cognitive processes to think deeply and critically about text.
	c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	c. Provide reasons with details to support the opinion.	10	Develop a literacy identity that promotes lifelong learning.
					HOME

Interdisciplinary

	PROGRESSION						Interdisciplinary	
		C.K.1		C.1.1		C.2.1		Literacy Practices
	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.	d.	Use grade-appropriate transitions.		
	e.	Provide a concluding idea.	e.	Provide a concluding sec-	e.	Provide a concluding section.	1	Recognize that text is anything that communicates a message.
7				tion.			2	Employ, develop and refine schema to understand and create text.
	f.	With guidance and support from peers and adults, develop and strengthen writing as needed by plan-	f.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by planning, re-	f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising	3	View literacy experiences as transactional, interdisciplinary and transformational.
		ning, revising and editing.		vising and editing.		and editing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
							5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
							6	Collaborate with others to create new meaning.
							7	Utilize digital resources to learn and share with others.
							8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

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

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

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

	MULTIDIMENSIONALITY - C.1.2		Laterally all Parama
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
J	Compose INFORMATIVE AND/OR EXPLANATORY TEXTS, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.	1	Recognize that text is anything that communicates a message.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul><li>c. Supply information with detail to develop the topic.</li><li>d. Use grade-appropriate CONJUNCTIONS to develop text structure within sentences.</li></ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>e. Use grade-appropriate TRANSITIONS to develop text structure across paragraphs.</li> <li>f. Provide a concluding section.</li> <li>g. With guidance and support from peers and adults, develop and strengthen writing as needed by plan-</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ning, revising and editing.	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

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

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

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

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	<b>4.</b> Students will use digital resou with others.		Literacy Practices		
			Recognize that text is anything that		
	C.K.4	C.1.4	C.2.4	1	communicates a message.
	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collabora-	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collabora-	2	Employ, develop and refine schema to understand and create text.
V	collaboration with peers.	tion with peers.	tion with peers.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - C.1.4			Utilize receptive and expressive lan-
ے		rehension Purple (bold) = Analysis M		4	guage arts to better understand self, others and the world.
	With guidance and support from adults, use a VARIETY OF DIGITAL RESOURCES to create and publish products, including in collaboration with peers.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUID				
		<b>5.</b> Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	C.K.5	C.1.5	C.2.5	′	share with others.
<b>/</b>	With guidance and support, participate in shared research and writing projects.	With guidance and support, participate in shared research and writing projects.	Conduct shared research and writing projects that build knowledge about a topic	8	Engage in specialized, discipline- specific literacy practices.
ľ				9	Apply high level cognitive processes to think deeply and critically about text.
	N Green (italic) = Compr	MULTIDIMENSIONALITY - C.1.5  Phension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  With guidance and support, participate in shared RESEARCH and writing projects.				HOME
		79			

	GUI	N		Interdisciplinary	
	<b>6.</b> Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and re-				Literacy Practices
	search while avoiding plagiarism	1.		1	Recognize that text is anything that
			communicates a message.		
	C.K.6 With guidance and support, collect information from real-	C.1.6  With guidance and support, collect information from real-world experiences or provided sources to an	C.2.6  Collect information from realworld experiences or provided	2	Employ, develop and refine schema to understand and create text.
	world experiences or provided sources to answer or generate questions.	riences or provided sources to answer or generate questions.	sources to answer or generate questions.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - C.1.6		4	Utilize receptive and expressive language arts to better understand self, others and the world.
┛		pprehension Purple (bold) = Analysis M lect information from real-world experi		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUI	6	Collaborate with others to create new meaning.		
	<b>7.</b> Students will compose routing and audiences.	nely over extended and shorter time fra	ames for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	C.K.7 (Begins in grade 3)	C.1.7 (Begins in grade 3)	C.2.7 (Begins in grade 3)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.1.7			Develop a literacy identity that pro-
		pprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
	(Begins in grade 3)				HOME

	Language – Grade 1		Interdisciplinary Literacy Practices
	CONVENTIONS OF STANDARD ENGLISH	1	Recognize that text is anything that
	When writing or speaking, demonstrate appropriate use of:  a. common, proper and possessive nouns in a sentence.	_ +	communicates a message.
<u>L.1.1</u>	<ul> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.1.2	<ul> <li>When writing:</li> <li>a. Capitalize proper nouns, including but not limited to dates and names of people.</li> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a se-</li> </ul>	4	
<u>L.1.2</u>	<ul> <li>ries.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	KNOWLEDGE OF LANGUAGE		Collaborate with others to create
<u>L.1.3</u>	(Begins in grade 2)	6	new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.		Utilize digital resources to learn and share with others.
<u>L.1.4</u>	<ul> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Identify common affixes and how they change the meaning of a word.</li> <li>c. With guidance and support, identify frequently occurring root words and their inflectional forms.</li> <li>d. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</li> </ul>	8	Recognize that text is anything that communicates a message.  Employ, develop and refine schema to understand and create text.  View literacy experiences as transactional, interdisciplinary and transformational.  Utilize receptive and expressive language arts to better understand self, others and the world.  Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn and
	<ul> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</li> <li>a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ul>	9	to think deeply and critically about
<u>L.1.5</u>		10	
	d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).		HOME

<b>GUID 1.</b> Students will demonstrate comm writing and speaking.		Interdisciplinary Literacy Practices		
		Decognize that tout is anothing that		
L.K.1	L.1.1	L.2.1	1	Recognize that text is anything that communicates a message.
When writing or speaking, demonstrate appropriate use of:  a. common nouns and verbs.  b. regular plural nouns by adding /s/ or /es/.  c. interrogative sentences using who, what, where, when, why and how.  d. sentences using common prepositions.  e. complete sentences.	<ul> <li>When writing or speaking, demonstrate appropriate use of:</li> <li>a. common, proper and possessive nouns in a sentence.</li> <li>b. singular and plural nouns with matching verbs in basic sentences.</li> <li>c. personal, possessive and indefinite pronouns in a sentence.</li> <li>d. verbs to convey a sense of past, present and future in a sentence.</li> <li>e. frequently occurring adjectives in a sentence.</li> <li>f. frequently occurring conjunctions in a sentence.</li> <li>g. frequently occurring prepositions in a sentence.</li> <li>h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.</li> </ul>	In writing or speaking, demonstrate appropriate use of:  a. collective nouns.  b. frequently occurring irregular nouns.  c. reflexive pronouns.  d. past tense of frequently occurring irregular verbs.  e. adjectives and adverbs in sentence formation.  f. producing, expanding, and rearranging complete simple and compound sentences.	2 3 4 5 6	Employ, develop and refine schema to understand and create text.  View literacy experiences as transactional, interdisciplinary and transformational.  Utilize receptive and expressive language arts to better understand self, others and the world.  Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn and
				share with others.
Green (italic) = Compreh When writing or speaking, demonstra	. , , , ,	ROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
<ul> <li>a. COMMON, PROPER AND POSSESSIVE NOUNS in a sentence.</li> <li>b. SINGULAR AND PLURAL NOUNS WITH MATCHING VERBS in basic sentences.</li> <li>c. PERSONAL, POSSESSIVE AND INDEFINITE PRONOUNS in a sentence.</li> </ul>			9	Apply high level cognitive processes to think deeply and critically about text.
<ul><li>d. VERBS TO CONVEY A SENSE OF PA</li><li>e. FREQUENTLY OCCURRING ADJECT</li><li>f. FREQUENTLY OCCURRING CONJU</li><li>g. FREQUENTLY OCCURRING PREPO</li></ul>	TIVES in a sentence. INCTIONS in a sentence.	icc.	10	Develop a literacy identity that promotes lifelong learning.
h. DECLARATIVE, INTERROGATIVE, I		HOME		
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	GUIDING PRINCIPLE FOR LANGUAGE				Interdisciplinary
	2. Students will demonstrate com	ı	Literacy Practices		
	and spelling when writing.				literacy i factices
		PROGRESSION		1	Recognize that text is anything that
	L.K.2	L.1.2	L.2.2		communicates a message.
	When writing:	When writing:	When writing:		
	a. Capitalize the first word in a sentence and the pronoun I.	<ul> <li>Capitalize proper nouns, in- cluding but not limited to dates and names of people.</li> </ul>	<ul> <li>a. Capitalize proper nouns, includ- ing but not limited to dates and names of people.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>Recognize and name end punctuation.</li> </ul>	b. Demonstrate appropriate use	b. Demonstrate appropriate use of		View literacy experiences as transac-
_	c. Write a letter or letters for	of end punctuation.	end punctuation.	3	tional, interdisciplinary and transfor-
	most consonant and short- vowel sounds.	c. With prompting and support, produce and write commas in	c. With prompting and support, produce and write commas in		mational.
Ť	d. Spell simple words phoneti-	dates and to separate single words in a series.	dates and to separate single words in a series.		Utilize receptive and expressive lan-
	cally, drawing on knowledge			4	guage arts to better understand self,
	of sound-letter relationships.	<ul> <li>d. Use conventional spelling for words with common spelling</li> </ul>	<ul> <li>d. Use conventional spelling for words with common spelling</li> </ul>		others and the world.
		patterns and for frequently occurring irregular words.	patterns and for frequently oc- curring irregular words.	_	Apply strategic practices, with
		e. Spell untaught words phoneti-	ů ů	5	scaffolding and then independently,
		cally, drawing on phonemic	ly, drawing on phonemic aware-		to approach new literacy tasks.
		awareness and spelling con- ventions.	ness and spelling conventions.	6	Collaborate with others to create
				U	new meaning.
				7	Utilize digital resources to learn and
				,	share with others.
	N	MULTIDIMENSIONALITY - L.1.2			Engage in specialized, discipline-
	Green (italic) = Compr	ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	8	specific literacy practices.
	When writing:				Apply high level cognitive processes
	a. Capitalize PROPER NOUNS, includir	g but not limited to DATES AND NAMES	OF PEOPLE.	9	to think deeply and critically about
	b. Demonstrate appropriate use of EN	ID PUNCTUATION.			text.
	c. With prompting and support, produce and write COMMAS IN DATES AND TO SEPARATE SINGLE WORDS IN A SE-				
	RIES.			10	Develop a literacy identity that pro-
	d. Use conventional spelling for words  LAR WORDS.	s with COMMON SPELLING PATTERNS a	nd for FREQUENTLY OCCURRING IRREGU-	_•	motes lifelong learning.
	e. Spell untaught words phonetically,	drawing on PHONEMIC AWARENESS AN	D SPELLING CONVENTIONS.		HOME
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	GUIDING PRINCIPLE FOR LANGUA owledge of language to understand how for meaning or style, and to comprehen	language functions in different contexts,		Interdisciplinary Literacy Practices
	PROGRESSION		Recognize that text is anything t	
L.K.3	L.1.3	L.2.3	1	communicates a message.
(Begins in grade 2)	(Begins in grade 2)	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
		a. Compare formal and informal uses of English.	3	View literacy experiences as transactional, interdisciplinary and transformational.
			4	Utilize receptive and expressive lan guage arts to better understand sel others and the world.
			5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
			6	Collaborate with others to create new meaning.
			7	Utilize digital resources to learn and share with others.
Green (italic,	MULTIDIMENSIONALITY - L.1.  2 = Comprehension Purple (bold) = Analysi		8	Engage in specialized, discipline- specific literacy practices.
(Begins in grade 2)			9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME
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	GUII			Interdisciplinary	
	4. Students will use a variety of st				
<b>.</b>	sulting reference material when a		Literacy Practices		
<b>.</b> —	order to be transition ready.	rds and phrases sufficient for readin	g, writing, speaking and listening in	1	Recognize that text is anything that
	order to be transition ready.	PROGRESSION		*	communicates a message.
	L.K.4	L.1.4	L.2.4		Employ, develop and refine schema
	Determine or clarify the meaning	Determine or clarify the meaning	Determine or clarify the meaning of	2	to understand and create text.
	of unknown and multiple- meaning words and phrases based on kindergarten reading and content.	of unknown and multiple- meaning words and phrases based on grade 1 reading and content, choosing flexibly from an	unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul><li>a. Identify homophones.</li><li>b. Identify common affixes and how they change the mean-</li></ul>	array of strategies.  a. Use sentence-level context as a clue to the meaning of a	<ul> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	ing of a word.  c. Use words and phrases acquired through conversa-	word or phrase.  b. Identify common affixes and how they change the meaning of a word.	<ul> <li>Determine the meaning of the new word formed when a known prefix is added to a known word.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tions, reading and being read to, and responding to texts.	c. With guidance and support, identify frequently occurring	c. Use a known root word as a clue to the meaning of an unknown	6	Collaborate with others to create new meaning.
		root words and their inflec- tional forms. d. Use words and phrases ac-	word with the same root.  d. Use knowledge of the meaning of individual words to predict	7	Utilize digital resources to learn and share with others.
		quired through conversations, reading and being read to, and responding to texts, in-	the meaning of compound words.  e. Use glossaries and beginning	8	Engage in specialized, discipline- specific literacy practices.
		cluding using frequently oc- curring conjunctions to signal simple relationships.	dictionaries to determine or clarify the meaning of words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
			<ul> <li>f. Use words and phrases acquired through conversations, reading and being read to, and respond- ing to texts, including using ad-</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
			jectives and adverbs to describe.		HOME

	MULTIDIMENSIONALITY - L.1.4  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Literacy Practices		
┚	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Recognize that text is anything that communicates a message.
	<ul><li>a. Use SENTENCE-LEVEL CONTEXT as a clue to the meaning of a word or phrase.</li><li>b. Identify COMMON AFFIXES and how they change the meaning of a word.</li></ul>	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>c. With guidance and support, identify frequently occurring ROOT WORDS and their inflectional forms.</li> <li>d. Use words and phrases acquired through conversations, reading and being read to, and responding to</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	texts, including using frequently occurring CONJUNCTIONS to signal simple relationships.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

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