

Reading Standards for Literature Grade 11-12

Interdisciplinary Literacy Practices

Key Ideas and Details

<u>RL.11-12.1</u>	Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.
<u>RL.11-12.2</u>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.
<u>RL.11-12.3</u>	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.

Craft and Structure

<u>RL.11-12.4</u>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.
<u>RL.11-12.5</u>	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
<u>RL.11-12.6</u>	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

Integration of Knowledge and Ideas

<u>RL.11-12.7</u>	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.
<u>RL.11-12.8</u>	(Not applicable to literature)
<u>RL.11-12.9</u>	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

<u>RL.11-12.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR READING LITERATURE



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

PROGRESSION

RL.9-10.1

Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11.12.1

Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

MULTIDIMENSIONALITY - RL.11-12.1



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to **support analysis** of *what the text says explicitly* as well as **inferences drawn** from the text.

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2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

PROGRESSION

RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

MULTIDIMENSIONALITY - RL.11-12.2



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Determine TWO OR MORE THEMES OR CENTRAL IDEAS of a text and **analyze their development** *over the course of the text*, including **how they interact and build on one another to produce a complex account**.

GUIDING PRINCIPLE FOR READING LITERATURE



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION

RL.9-10.3

Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.

RL.11-12.3

Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.

MULTIDIMENSIONALITY - RL.11-12.3

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Analyze the IMPACT OF THE AUTHOR'S CHOICES *over the course of a text* **regarding how to develop and relate elements of a story or drama.**

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4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.

MULTIDIMENSIONALITY - RL.11-12.4

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Determine the meaning of words and phrases as they are used in the text, including **figurative and connotative meanings**; **analyze the cumulative impact of specific WORD CHOICES on meaning and TONE** and on *the text as a whole.*

GUIDING PRINCIPLE FOR READING LITERATURE



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION

	RL.9-10.5	RL.11-12.5	
	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	

MULTIDIMENSIONALITY - RL.11-12.5

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze how an author's choices concerning <i>how to</i> STRUCTURE SPECIFIC PARTS OF A TEXT contribute to its <i>overall structure</i> and meaning as well as its aesthetic impact.</p>
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6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.


PROGRESSION

	RL.9-10.6	RL.11-12.6	
	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.	

MULTIDIMENSIONALITY - RL.11-12.6

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze how POINT OF VIEW AND PERSPECTIVE are used to manipulate the reader for a specific purpose or effect, including but not limited to SATIRE, SARCASM, IRONY AND UNDERSTATEMENT.</p>
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GUIDING PRINCIPLE FOR READING LITERATURE

 7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

PROGRESSION

RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RL.11-12.7

Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

MULTIDIMENSIONALITY - RL.11-12.7

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

 **Analyze** DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM, **evaluating how** *each version interprets the source text.*

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GUIDING PRINCIPLE FOR READING LITERATURE

 8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

PROGRESSION

RL.9-10.8

(Not applicable to literature)

RL.11-12.8


(Not applicable to literature)

MULTIDIMENSIONALITY - RL.11-12.8

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

(Not applicable to literature)

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.

PROGRESSION

RL.9-10.9

Analyze how an author draws on and transforms source material in a specific work.

RL.11-12.9

Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

MULTIDIMENSIONALITY - RL.11-12.9

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Demonstrate knowledge of various time periods **to analyze how TWO OR MORE TEXTS FROM THE SAME PERIOD treat similar themes or topics.**

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GUIDING PRINCIPLE FOR READING LITERATURE

 **10.** Students will read, comprehend and analyze complex literary texts independently and proficiently.

PROGRESSION


RL.9-10.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.11-12.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

MULTIDIMENSIONALITY - RL.11-12.10

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
By the end of the year, **flexibly use a variety of comprehension strategies** (*i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance*) **to read, comprehend, and analyze** **GRADE-LEVEL APPROPRIATE, COMPLEX LITERARY TEXTS independently and proficiently.**

Reading Standards for Informational Text - Grade 11-12		Interdisciplinary Literacy Practices	
Key Ideas and Details			
<u>RI.11-12.1</u>	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.11-12.2</u>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	2	Employ, develop and refine schema to understand and create text.
<u>RI.11-12.3</u>	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Craft and Structure			
<u>RI.11-12.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<u>RI.11-12.5</u>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RI.11-12.6</u>	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	6	Collaborate with others to create new meaning.
Integration of Knowledge and Ideas			
<u>RI.11-12.7</u>	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	7	Utilize digital resources to learn and share with others.
<u>RI.11-12.8</u>	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	8	Engage in specialized, discipline-specific literacy practices.
<u>RI.11-12.9</u>	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about text.
Range of Reading and Level of Text Complexity			
<u>RI.11-12.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	10	Develop a literacy identity that promotes lifelong learning.
		HOME	

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

PROGRESSION

	RI.9-10.1	RI.11-12.1	
	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	

MULTIDIMENSIONALITY - RI.11-12.1

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of <i>what the text says explicitly</i> as well as inferences drawn from the text.</p>
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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



2. Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

PROGRESSION

	RI.9-10.2	RI.11-12.2	
	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	

MULTIDIMENSIONALITY - RI.11-12.2

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Determine TWO OR MORE CENTRAL IDEAS OF A TEXT and analyze their development <i>over the course of the text</i>, including how they interact and build on one another to produce a complex account.</p>
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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

PROGRESSION

RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.

RI.11-12.3

Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.

MULTIDIMENSIONALITY - RI.11-12.3



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Analyze a **COMPLEX SET OF IDEAS OR SEQUENCE OF EVENTS** and explain how specific individuals, ideas or events interact and develop over the course of the text.

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

PROGRESSION

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

MULTIDIMENSIONALITY - RI.11-12.4



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines **THE MEANING OF A KEY TERM OR TERMS** over the course of a text.

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

PROGRESSION



RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

MULTIDIMENSIONALITY - RI.11-12.5



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Analyze and evaluate the effectiveness of the structure an author uses in his or her **EXPOSITION** or **ARGUMENT**.

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



6. Students will analyze how point of view, perspective and purpose shape the content and style of a text.

PROGRESSION



RI.9-10.6

Determine an author's point of view, perspective and purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.11-12.6

Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.


MULTIDIMENSIONALITY - RI.11-12.6




Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE in a text in which the **RHETORIC** is particularly effective, **analyzing how style and content contribute to the effectiveness of the text**.


GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

 **7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.**

PROGRESSION

	RI.9-10.7	RI.11-12.7	
	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	

MULTIDIMENSIONALITY - RI.11-12.7

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Integrate and evaluate **MULTIPLE SOURCES OF INFORMATION** *presented in different print and non-print formats* **in order to address a question or solve a problem.**

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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT

 **8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.**

PROGRESSION

	RI.9-10.8	RI.11-12.8	
	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	

MULTIDIMENSIONALITY - RI.11-12.8

 *Green (italic) = Comprehension* **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**
Evaluate the ARGUMENT, specific CLAIMS and EVIDENCE **in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and FALLACIOUS REASONING.**

GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



9. Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PROGRESSION

	RI.9-10.9	RI.11-12.9	
	Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.	

MULTIDIMENSIONALITY - RI.11-12.9

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE for their themes, purposes and rhetorical features.</p>
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GUIDING PRINCIPLE FOR INFORMATIONAL TEXT



10. Students will read, comprehend and analyze complex informational texts independently and proficiently.

PROGRESSION

	RI.9-10.10	RI.11-12.10	
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	

MULTIDIMENSIONALITY - RI.11-12.10

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>By the end of the year, flexibly use a variety of comprehension strategies (i.e., <i>questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance</i>) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.</p>
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Composition – Grade 11-12

Text Types and Purposes

C.11-12.1

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
 - Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
 - Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
 - Establish and maintain a task appropriate writing style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

C.11-12.2

- Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

Composition – Grade 11-12

Interdisciplinary Literacy Practices

Text Types and Purposes

C.11-12.3

- Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
 - Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
 - Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Production and Distribution

C.11-12.4

- Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Research to Build and Present Knowledge

C.11-12.5

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.11-12.6

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Range of Writing

C.11-12.7

- Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

1

Recognize that text is anything that communicates a message.

2

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8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.9-10.1

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

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C.11-12.1

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

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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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 Literacy Practices	
	C.9-10.1	C.11-12.1			
	a. Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.	d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim (s) and opposing claims.		1	Recognize that text is anything that communicates a message.
	e. Establish and maintain a task appropriate writing style.	e. Establish and maintain a task appropriate writing style.		2	Employ, develop and refine schema to understand and create text.
	f. Provide a concluding statement or section that follows from and supports the argument presented.	f. Provide a concluding statement or section that follows from and supports the argument presented.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		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	

Compose **ARGUMENTS** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- d. *Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.*
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

C.9-10.2

Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

a. Produce writing in which the development and organization are appropriate to task and purpose.

b. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.


C.11-12.2

Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

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

Green (*italic*) = Comprehension Purple (**bold**) = Analysis MAROON (CAPS) = CONTENT

Compose **INFORMATIVE/EXPLANATORY TEXTS** to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. *Introduce a topic*; **organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.**
- c. **Develop the topic thoroughly by selecting the most significant and relevant** *facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.*
- d. *Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.*
- e. *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic.*
- f. **Establish and maintain a formal style and objective tone** *while attending to the norms and conventions of the discipline in which they are writing.*
- g. **Provide a concluding statement or section that follows from and supports the information or explanation presented.**
- h. **Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**

Interdisciplinary Literacy Practices

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

HOME

GUIDING PRINCIPLE FOR COMPOSITION



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

PROGRESSION

C.9-10.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose including but not limited to introducing an idea and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

C.11-12.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.


9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION			Interdisciplinary Literacy Practices	
	C.9-10.3	C.11-12.3		
	d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	1	Recognize that text is anything that communicates a message.
	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	2	Employ, develop and refine schema to understand and create text.
	f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.	f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	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	



Use **NARRATIVES** strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style *are appropriate to task, purpose and audience.*
- b. Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. *Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.*
- e. *Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.*
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. Develop and strengthen writing as needed by planning, revising, *editing*, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.

PROGRESSION

C.9-10.4

Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

C.11-12.4

Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

MULTIDIMENSIONALITY - C.11-12.4



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Use **DIGITAL RESOURCES** to create, publish, and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

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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.

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Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR COMPOSITION



5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

PROGRESSION

C.9-10.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.11.12.5

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

MULTIDIMENSIONALITY - C.11-12.5



Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Conduct short as well as more sustained **RESEARCH** projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

GUIDING PRINCIPLE FOR COMPOSITION



6. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

PROGRESSION

	C.9-10.6	C.11-12.6	
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	

MULTIDIMENSIONALITY - C.11-12.6

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p><i>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</i></p>		
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GUIDING PRINCIPLE FOR COMPOSITION



7. Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

PROGRESSION

	C.9-10.7	C.11-12.7	
	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a range of task, purposes and audiences.	

MULTIDIMENSIONALITY - C.11-12.7

	<p><i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT</p> <p>Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.</p>		
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Interdisciplinary Literacy Practices

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

HOME

Language – Grades 11-12

Interdisciplinary Literacy Practices

Conventions of Standard English

L.11-12.1

In both written and oral expression:

- a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

L.11-12.2

When writing:

- a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Knowledge of Language

L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Apply an understanding of syntax to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Vocabulary Acquisition and Use

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.5

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

- a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

GUIDING PRINCIPLE FOR LANGUAGE



1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

PROGRESSION

L.9-10.1

In both written and oral expression:

- a. Demonstrate appropriate use of parallel structure.
- b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.11-12.1

In both written and oral expression:

- a. Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested.
- b. Resolve issues of complex or contested usage, consulting references as needed.

MULTIDIMENSIONALITY - L.11-12.1

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

In both written and oral expression:

- a. *Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested.*
- b. **Resolve issues of complex or contested usage, consulting references as needed.**

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

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GUIDING PRINCIPLE FOR LANGUAGE



2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Interdisciplinary Literacy Practices

PROGRESSION

L.9-10.2

When writing:

- a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.
- b. Demonstrate appropriate use of a colon to introduce a list or quotation.
- c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

L.11-12.2

When writing:

- a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

MULTIDIMENSIONALITY - L.11-12.2

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**



When writing:

- a. *Demonstrate command of the* **CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUATION AND SPELLING.**

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GUIDING PRINCIPLE FOR LANGUAGE



3. Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

PROGRESSION

L.9-10.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Apply an understanding of syntax to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

MULTIDIMENSIONALITY - L.11-12.3

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**



Apply *knowledge of language* to understand how language functions in different contexts, to make effective choices for meaning or style and to *comprehend more fully when reading or listening*.

- a. **Apply an understanding of syntax to the study of complex texts when reading.**
- b. **Vary syntax for effect in writing and speaking,** *consulting references for guidance as needed.*

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GUIDING PRINCIPLE FOR LANGUAGE



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

PROGRESSION

L.9-10.4

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

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

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PROGRESSION			Interdisciplinary Literacy Practices	
	L.9-10.4	L.11-12.4		
	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1	Recognize that text is anything that communicates a message.
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			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
MULTIDIMENSIONALITY - L.11-12.4			6	Collaborate with others to create new meaning.
	<i>Green (italic) = Comprehension</i> Purple (bold) = Analysis MAROON (CAPS) = CONTENT		7	Utilize digital resources to learn and share with others.
	<i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.</i>		8	Engage in specialized, discipline-specific literacy practices.
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		9	Apply high level cognitive processes to think deeply and critically about text.
	b. <i>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</i>		10	Develop a literacy identity that promotes lifelong learning.
	c. <i>Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</i>		HOME	
	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.			

GUIDING PRINCIPLE FOR LANGUAGE



5. Students will demonstrate understanding of word relationships and nuances in word meanings.

PROGRESSION

	L.9-10.5	L.11-12.5	
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.	
	<p>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	

MULTIDIMENSIONALITY - L.11-12.5

Green (italic) = Comprehension **Purple (bold) = Analysis** **MAROON (CAPS) = CONTENT**

Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.

- a. **Interpret FIGURES OF SPEECH in context**, including but not limited to **HYPERBOLE** and **PARADOX**, and **analyze their rhetorical function in the text.**
- b. **Analyze nuances in the meaning of words with similar denotations.**



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Interdisciplinary Literacy Practices

Interdisciplinary Literacy Practices

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

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

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">Intentionally choose print and non-print interdisciplinary texts to demonstrate the variety of ways in which authors can communicate meaning.	<ul style="list-style-type: none">Recognize the author's perspective and intended meaning in creating the message in both print and non-print text.Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Prompt students through questioning, scenarios, simulations or other strategies to activate prior knowledge.• Use students' schema associated with both content (background) knowledge and literacy strategies to break down, approach or create a text.• Offer students an opportunity to make connections to texts, interdisciplinary contexts, themselves and the outside world.	<ul style="list-style-type: none">• Use the term <i>schema</i> in describing their existing understanding of terms, concepts and processes.• Apply and refine schema to understand new concepts.• Reflect on interdisciplinary information and understand the impact it has on their learning.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Assist students in understanding that meaning in a text is generated by the <i>transaction</i> between the text itself and the experiences, ideas or perspectives the reader brings.• Use engaging, interdisciplinary texts that prompt student action or inquiry.	<ul style="list-style-type: none">• Blend the information provided by multiple texts with schema to provide understanding.• Use the literary experience to either change or inform an opinion or to take action.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Provide students with connected and relevant literacy instruction so that they read like a writer/write like a reader, or speak like a listener/listen like a speaker, etc.• Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated.	<ul style="list-style-type: none">• Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts).• Engage actively in their listening, reading and viewing experiences.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Offer and model various learning strategies for how to approach a new text.• Provide opportunities for students to self-regulate by choosing appropriate strategies for a new task.	<ul style="list-style-type: none">• Use learning strategies to access unfamiliar or new literacy tasks.• Decide which strategy best meets the need for a particular text or task.

6. Collaborate with others to create meaning.

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Provide multiple opportunities for collaboration on a variety of texts.• Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives.	<ul style="list-style-type: none">• Listen actively and respectfully to one another to refine understanding and broaden perspectives.• Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Instruct students on the ethical use of technology and credibility of digital sources.• Provide students with multiple opportunities to learn, communicate and create using various digital resources.	<ul style="list-style-type: none">• Demonstrate ethical use of technology in learning, communicating and creating.• Critique digital sources to determine their accuracy and usefulness.

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

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Provide multiple examples of literary forms (e.g., poetry, prose, drama, etc. in E/LA), focusing on the necessary approaches to comprehend the form presented.	<ul style="list-style-type: none">• Employ discipline-specific approaches to interpret authentic texts.• Create text according to conventions, processes, information and forms that are valued by the discipline.

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

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

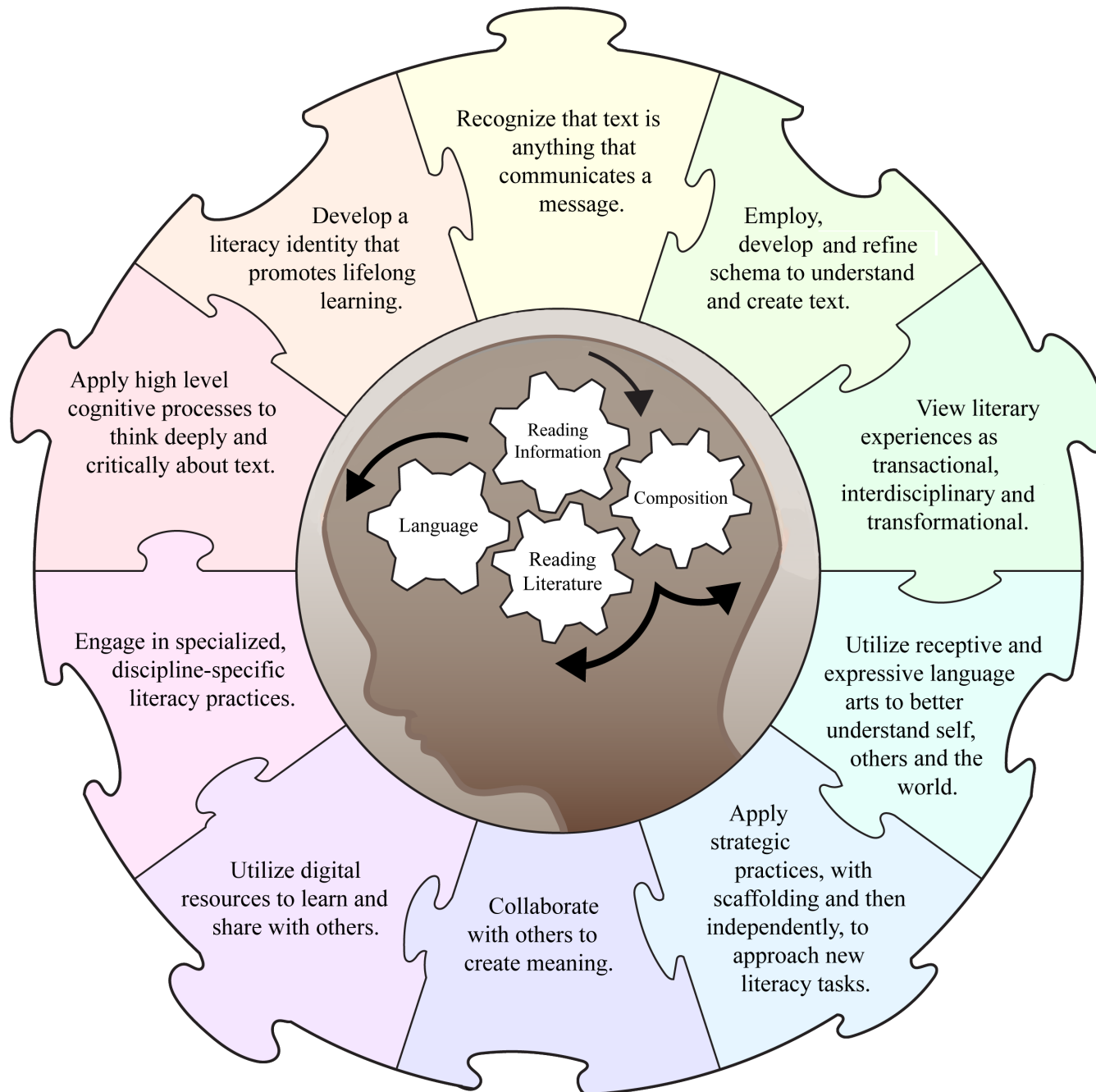
Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Use direct instruction to model and practice specific thinking processes (e.g., application, synthesis, analysis, creativity, etc.).• Scaffold instruction to assist students in synthesizing ideas from multiple texts.	<ul style="list-style-type: none">• Reflect verbally and/or through written expression on the content of a text.• Annotate text to interact with and analyze the content.• Break down a text to determine the use of literary devices/techniques and their effect.

10. **Develop a literacy identity that promotes lifelong learning.**

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

Possible Teacher Actions	Possible Student Actions
<ul style="list-style-type: none">• Discuss the role of an active and engaged reader.• Provide opportunities for all levels of readers and writers to experience success.• Offer a variety of engaging texts geared toward student interest, demonstrating that multiple reading options exist.	<ul style="list-style-type: none">• Utilize a variety of texts for multiple purposes, both inside and outside of the classroom.• Take risks in applying various strategies and techniques in reading and writing.

Interdisciplinary Literacy Practices Infographic



Reading - Foundational Skills

Print Concepts

RF.K.1	<p>Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Recognize that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
RF.1.1	<p>Demonstrate understanding of the organization and basic features of print to aid in comprehension.</p> <ul style="list-style-type: none"> a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing, ending punctuation.

Phonological Awareness

RF.K.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and orally produce rhyming words. b. Count, pronounce, blend and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme words. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.1.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).

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Reading - Foundational Skills

Phonics and Word Recognition

RF.K.3

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
 - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - Read common high-frequency words by sight.
 - Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.

RF.1.3

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - With adult support, decode two-syllable words by breaking the words into syllables.
 - Read words with inflectional endings.
 - Recognize and read grade-appropriate irregularly spelled words.

RF.2.3

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.

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Reading - Foundational Skills

Phonics and Word Recognition

- RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes including Latin suffixes.
 - b. Decode multisyllabic words.
 - c. Read grade-appropriate irregularly spelled words.

- RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.

- RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology to accurately read unfamiliar multisyllabic words.

Fluency

- RF.K.4** Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read emergent-reader texts with purpose and understanding.

- 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.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- RF.2.4** Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Orally read grade-level text fluently on successive readings.
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Reading - Foundational Skills

Interdisciplinary Literacy Practices

Fluency

RF.3.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.4.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.5.4

Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

- a. Read grade-level texts with purpose and understanding.
- b. Fluently read grade-level prose and poetry orally on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Reading Standards for Literature

Key Ideas and Details

Guiding Principle 1 Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

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Reading Standards for Literature

Key Ideas and Details

Guiding Principle 2 Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.
RL.5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
RL.7.2	Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
RL.9-10.2	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

Interdisciplinary Literacy Practices

- 1** Recognize that text is anything that communicates a message.
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- 3** View literacy experiences as transactional, interdisciplinary and transformational.
- 4** Utilize receptive and expressive language arts to better understand self, others and the world.
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- 6** Collaborate with others to create new meaning.
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Reading Standards for Literature

Key Ideas and Details

Guiding Principle 3 Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

RL.K.3	With prompting and support, identify characters, settings and major events in a story to make meaning of the story development.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
RL.4.3	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.
RL.7.3	Analyze how particular elements of a story or drama influence one another.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision.
RL.9-10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.
RL.11-12.3	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.

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Reading Standards for Literature

Craft and Structure

Guiding Principle 4 Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.

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Reading Standards for Literature

Craft and Structure

Guiding Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

RL.K.5	Recognize common structures of poems, stories and dramas.
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.2.5	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
RL.7.5	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

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Reading Standards for Literature

Craft and Structure

Guiding Principle 6 Students will analyze how point of view, perspective and purpose shape the content and style of a text.

RL.K.6	With prompting and support, identify the author and illustrator of a story, and explain how each tells the story.
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives
RL.3.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text .
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
RL.9-10.6	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.
RL.11-12.6	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

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Reading Standards for Literature

Integration of Knowledge and Ideas

Guiding Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.
RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
RL.3.7	Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.
RL.4.7	Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
RL.6.7	Compare/contrast reading a print text and viewing its visual/oral presentation.
RL.7.7	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
RL.8.7	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
RL.11-12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

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Reading Standards for Literature

Integration of Knowledge and Ideas

Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

RL.K.8 (Not applicable to literature)

RL.1.8 (Not applicable to literature)

RL.2.8 (Not applicable to literature)

RL.3.8 (Not applicable to literature)

RL.4.8 (Not applicable to literature)

RL.5.8 (Not applicable to literature)

RL.6.8 (Not applicable to literature)

RL.7.8 (Not applicable to literature)

RL.8.8 (Not applicable to literature)

RL.9-10.8 (Not applicable to literature)

RL.11-12.8 (Not applicable to literature)

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Reading Standards for Literature

Integration of Knowledge and Ideas

Guiding Principle 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.

RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.
RL.7.9	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work.
RL.11-12.9	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

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Reading Standards for Literature

Range of Reading and Level of Text Complexity

Guiding Principle 10 Students will read, comprehend and analyze complex literary texts independently and proficiently.

RL.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

Interdisciplinary Literacy Practices

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Reading Standards for Literature

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RL.6.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.7.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.8.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.9-10.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

RL.11-12.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

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Reading Standards for Informational Text

Key Ideas and Details

Guiding Principle 1 Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.
RI.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.
RI.3.1	Ask and answer questions and make and support logical inferences in order to construct meaning from the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.1	Cite relevant textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.
RI.9-10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.11-12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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Reading Standards for Informational Text

Key Ideas and Details

Guiding Principle 2 Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
RI.7.2	Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
RI.9-10.2	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

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Reading Standards for Informational Text

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Guiding Principle 3 Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

RI.K.3	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical, scientific or technical text based on specific information over the course of a text.
RI.6.3	Analyze in detail how an author develops a key individual, event or idea over the course of a text.
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
RI.11-12.3	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.

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Reading Standards for Informational Text		Interdisciplinary Literacy Practices	
Craft and Structure			
Guiding Principle 4 Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		1	Recognize that text is anything that communicates a message.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	2	Employ, develop and refine schema to understand and create text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	6	Collaborate with others to create new meaning.
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	7	Utilize digital resources to learn and share with others.
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	8	Engage in specialized, discipline-specific literacy practices.
RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	10	Develop a literacy identity that promotes lifelong learning.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	HOME	
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		

Reading Standards for Informational Text

Craft and Structure

Guiding Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

RI.K.5	Identify the front cover, back cover and title page of a book.
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or information in a text.
RI.2.5	Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
RI.6.5	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.
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.
RI.8.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

Interdisciplinary Literacy Practices

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

HOME

Reading Standards for Informational Text

Craft and Structure

Guiding Principle 6 Students will analyze how point of view, perspective and purpose shape the content and style of a text.

RI.K.6	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe and how that purpose shapes the content of the text.
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.
RI.8.6	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.9-10.6	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.11-12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

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HOME

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Guiding Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

RI.K.7	With prompting and support, describe the relationship between visuals and the text.
RI.1.7	Use the visuals and details in a text to describe its key ideas.
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.
RI.4.7	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
RI.9-10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Interdisciplinary Literacy Practices

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Reading Standards for Informational Text		Interdisciplinary Literacy Practices	
Integration of Knowledge and Ideas			
Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		1	Recognize that text is anything that communicates a message.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	2	Employ, develop and refine schema to understand and create text.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RI.2.8	Describe how reasons support specific claims the author makes in a text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	6	Collaborate with others to create new meaning.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	7	Utilize digital resources to learn and share with others.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	8	Engage in specialized, discipline-specific literacy practices.
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.8.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	10	Develop a literacy identity that promotes lifelong learning.
RI.9-10.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	HOME	
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.		

Reading Standards for Informational Text

Integration of Knowledge and Ideas

Guiding Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.

RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.
RI.2.8	Describe how reasons support specific claims the author makes in a text.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
RI.7.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.8.8	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
RI.9-10.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency of the evidence; identify false statements and fallacious reasoning.
RI.11-12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

Guiding Principle 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.

RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.
RI.1.9	Identify information from two or more texts on similar themes or topics.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.
RI.4.9	Integrate information from two or more texts on the same theme or topic.
RI.5.9	Integrate information from several texts on the same theme or topic.
RI.6.9	Compare/contrast how two or more authors present similar events.
RI.7.9	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.
RI.11-12.9	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.

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Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently and proficiently.

RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.
RI.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex informational texts.
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RI.3.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RI.4.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
RI.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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Reading Standards for Informational Text

Interdisciplinary Literacy Practices

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Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently and proficiently.

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By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

RI.8.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

RI.9-10.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

RI.11-12.10

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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HOME

Handwriting Standards

(Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)

Interdisciplinary Literacy Practices

HW.K.1	Print all upper and lowercase letters and numerals.	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.	8	Engage in specialized, discipline-specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.	HOME	

Composition

Text Types and Purposes

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

C.K.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Provide reasons with details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding idea.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.1.1

Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Provide reasons with details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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

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Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

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9

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10

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Composition

Text Types and Purposes

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

C.2.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic, followed by an opinion statement, and create an organizational structure.
- Provide reasons with details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.3.1

Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

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

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce the topic, followed by an opinion statement, and create an organizational structure.
- Provide reasons with elaborate details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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View literacy experiences as transactional, interdisciplinary and transformational.

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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.

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Collaborate with others to create new meaning.

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Utilize digital resources to learn and share with others.

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

Composition

Text Types and Purposes

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

C.6.1

- Compose arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce claim(s), and organize the reasons and evidence clearly.
 - Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.
 - Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.

C.7.1

- Compose arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use transitions to create cohesion and clarify the relationships among claims.
 - Establish and maintain a task appropriate writing style.
 - Provide a concluding statement or section that supports the argument presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

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

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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.

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

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HOME

Composition

Text Types and Purposes

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

C.8.1

- Compose arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
 - Establish and maintain a task appropriate writing style.
 - Provide a concluding statement or section that supports the argument presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

C.9-10.1

- Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - Link the major sections of the text cohesively, and clarify the relationships among claim(s), counter-claims, reasons and evidence.
 - Establish and maintain a task appropriate writing style.
 - Provide a concluding statement or section that follows from and supports the argument presented.
 - Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

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Composition

Text Types and Purposes

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

C.11-12.1

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

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
- c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
- d. Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.
- e. Establish and maintain a task appropriate writing style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.
- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Composition

Text Types and Purposes

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

C.K.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding idea.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.1.2

Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information with detail to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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Composition

Text Types and Purposes

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

C.2.2

Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.

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

- With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.
- Introduce the topic.
- Supply information with detail to develop the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.3.2

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

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

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions and details.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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

C.4.2

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

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

C.5.2

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

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
- Use grade-appropriate conjunctions to develop text structure within sentences.
- Use grade-appropriate transitions to develop text structure across paragraphs.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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Composition

Text Types and Purposes

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

C.6.2

- Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate transitions to clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the information or explanation presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

C.7.2

- Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
 - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

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C.8.2

- Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

C.9-10.2

- Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- Produce writing in which the development and organization are appropriate to task and purpose.
 - Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
 - Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

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C.9-10.2

- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.11-12.2

- Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - b. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
 - c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
 - d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
 - e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
 - f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - g. Provide a concluding statement or section that follows from and supports the information or explanation presented.
 - h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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Composition

Text Types and Purposes

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

C.K.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event.
- Include details which describe actions, thoughts, emotions.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

C.1.3

Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Recount a single event or multiple events, memories or ideas.
- Include details which describe actions, thoughts, emotions.
- Use temporal words and phrases to signal event order.
- Create a sense of closure.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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

Composition

Text Types and Purposes

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

C.4.3

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

C.5.3

Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

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

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
- Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows the narrated experiences or events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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Composition

Text Types and Purposes

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

C.6.3

- Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
 - Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
 - Provide a conclusion that follows from the narrated experiences or events.
 - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

C.7.3

- Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
 - Engage the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
 - Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
 - Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.
 - Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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Composition

Text Types and Purposes

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

C.8.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.
- With guidance, develop and strengthen writing as needed by planning, revising, editing, re-writing or trying a new approach.

C.9-10.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.

- Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- Engage and orient the reader by setting up a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

Composition

Text Types and Purposes

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

C.11-12.3

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
- e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

Composition

Production and Distribution of

Guiding Principle 4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.

C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.
C.11-12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Interdisciplinary Literacy Practices

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

HOME

Composition

Production and Distribution of

Guiding Principle 4 Students will use digital resources to create and publish products as well as to interact and collaborate with others.

C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.
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C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.
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C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
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C.11-12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.

Interdisciplinary Literacy Practices

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

HOME

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

Composition

Research to Build and Present Knowledge

Guiding Principle 6 Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.
C.3.6	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.
C.4.6	Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.
C.5.6	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
C.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.
C.9-10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
C.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

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

Language

Conventions of Standard English

Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

L.K.1

When writing or speaking, demonstrate appropriate use of:

- a. common nouns and verbs.
- b. regular plural nouns orally by adding /s/ or /es/.
- c. interrogative sentences using who, what, where, when, why and how.
- d. sentences using common prepositions.
- e. complete sentences.

L.1.1

When writing or speaking, demonstrate appropriate use of:

- a. common, proper and possessive nouns in a sentence.
- b. singular and plural nouns with matching verbs in basic sentences.
- c. personal, possessive and indefinite pronouns in a sentence.
- d. verbs to convey a sense of past, present and future in a sentence.
- e. frequently occurring adjectives in a sentence.
- f. frequently occurring conjunctions in a sentence.
- g. frequently occurring prepositions in a sentence.
- h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.

L.2.1

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.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

Utilize receptive and expressive language arts to better understand self,

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

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

Language		Interdisciplinary Literacy Practices	
Conventions of Standard English			
Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	Recognize that text is anything that communicates a message.
L.3.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Form and use regular and irregular plural nouns.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Use abstract nouns.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Form and use regular and irregular verbs.	6	Collaborate with others to create new meaning.
	e. Use verb tenses.	7	Utilize digital resources to learn and share with others.
	f. Ensure subject-verb and pronoun-antecedent agreement.	8	Engage in specialized, discipline-specific literacy practices.
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	9	Apply high level cognitive processes to think deeply and critically about text.
	h. Use coordinating and subordinating conjunctions.	10	Develop a literacy identity that promotes lifelong learning.
L.4.1	i. Produce simple, compound and complex sentences.	HOME	
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.		
	a. Use relative pronouns and relative adverbs.		
L.5.1	b. Use the progressive verb tenses.		
	c. Use modal auxiliaries to convey various conditions, such as can, may and must.		
	d. Order adjectives within sentences according to conventional patterns.		
	e. Use prepositional phrases.		
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
L.5.1	g. Use frequently confused words, such as to, too, two; there, their, they're.		
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.		
	a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.		
L.5.1	b. Use the perfect verb tenses.		
	c. Use verb tense to convey various times, sequences, states and conditions.		
	d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.		
	e. Use correlative conjunctions.		

Language		Interdisciplinary Literacy Practices	
Conventions of Standard English			
Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	Recognize that text is anything that communicates a message.
L.3.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. Form and use regular and irregular plural nouns. Use abstract nouns. Form and use regular and irregular verbs. Use verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound and complex sentences. 	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline-specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
L.4.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> Use relative pronouns and relative adverbs. Use the progressive verb tenses. Use modal auxiliaries to convey various conditions, such as can, may and must. Order adjectives within sentences according to conventional patterns. Use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Use frequently confused words, such as to, too, two; there, their, they're. 		
L.5.1	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions and interjections in a grade-level text. Use the perfect verb tenses. Use verb tense to convey various times, sequences, states and conditions. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. Use correlative conjunctions. 		
		HOME	

Language		Interdisciplinary Literacy Practices	
Conventions of Standard English			
Guiding Principle 1 Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.		1	Recognize that text is anything that communicates a message.
L.6.1	In both written and oral expression:	2	Employ, develop and refine schema to understand and create text.
	a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Recognize and correct inappropriate shifts in pronoun number and person.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.7.1	c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	In both written and oral expression:	6	Collaborate with others to create new meaning.
L.8.1	a. Create sentences using correctly placed clauses and phrases.	7	Utilize digital resources to learn and share with others.
	b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	8	Engage in specialized, discipline-specific literacy practices.
	In both written and oral expression:	9	Apply high level cognitive processes to think deeply and critically about text.
L.9-10.1	a. Demonstrate appropriate use of parallel structure.	10	Develop a literacy identity that promotes lifelong learning.
	b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	HOME	
L.11-12.1	In both written and oral expression:		
	a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.		
	b. Resolve issues of complex or contested usage, consulting references as needed.		

Language

Conventions of Standard English

Guiding Principle 2 Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

L.K.2	<p>When writing:</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.1.2	<p>When writing:</p> <ol style="list-style-type: none"> Capitalize proper nouns, including but not limited to dates and names of people. Demonstrate appropriate use of end punctuation. With prompting and support, produce and write commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.2.2	<p>When writing:</p> <ol style="list-style-type: none"> Capitalize proper nouns, including but not limited to holidays, product names and geographic names. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). Use apostrophe to form contractions and possessives. Generalize spelling patterns. Use reference materials to self-check and correct spelling.
L.3.2	<p>When writing:</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Use possessives. Use conventional spelling for high-frequency words where suffixes are added to base words. Use spelling patterns and generalizations in writing words. Consult reference materials as needed to check and correct spellings.
L.4.2	<p>When writing:</p> <ol style="list-style-type: none"> Demonstrate appropriate use of capitalization rules. Use commas and quotation marks to indicate direct speech and quotations for a text. Use a comma before a coordinating conjunction in a compound sentence. Consult reference materials as needed to check and correct spellings.

Interdisciplinary Literacy Practices

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

HOME

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

Language		Interdisciplinary Literacy Practices	
Knowledge of Language			
Guiding Principle 3 Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.		1	Recognize that text is anything that communicates a message.
L.K.3	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
L.1.3	(Begins in grade 2)	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Compare formal and informal uses of English.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between formal and informal discourse patterns based on context.	6	Collaborate with others to create new meaning.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i> , <i>slang</i>) used in stories, dramas or poems.	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	

Language		Interdisciplinary Literacy Practices	
Knowledge of Language			
Guiding Principle 3 Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.		1	Recognize that text is anything that communicates a message.
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Vary sentence patterns for meaning, reader/listener interest and style. b. Maintain consistency in style and tone.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	6	Collaborate with others to create new meaning.
	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	7	Utilize digital resources to learn and share with others.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	8	Engage in specialized, discipline-specific literacy practices.
	a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	9	Apply high level cognitive processes to think deeply and critically about text.
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.	10	Develop a literacy identity that promotes lifelong learning.
	a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.	HOME	

Language		Interdisciplinary Literacy Practices	
Vocabulary Acquisition and Use			
Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.		1	Recognize that text is anything that communicates a message.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	2	Employ, develop and refine schema to understand and create text.
	a. Identify homophones.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Identify common affixes and how they change the meaning of a word.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.1.4	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	6	Collaborate with others to create new meaning.
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	7	Utilize digital resources to learn and share with others.
L.2.4	b. Identify common affixes and how they change the meaning of a word.	8	Engage in specialized, discipline-specific literacy practices.
	c. With guidance and support, identify frequently occurring root words and their inflectional forms.	9	Apply high level cognitive processes to think deeply and critically about text.
	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.	10	Develop a literacy identity that promotes lifelong learning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	HOME	
	a. Use sentence-level context as a clue to the meaning of a word or phrase.		
L.2.4	b. Determine the meaning of the new word formed when a known prefix is added to a known word.		
	c. Use a known root word as a clue to the meaning of an unknown word with the same root.		
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words.		
L.2.4	e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.		
	f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		

Language

Vocabulary Acquisition and Use

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

- L.3.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word.
 - Use a known root word as a clue to the meaning of an unknown word with the same root.
 - Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
 - Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

- L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.
- Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
 - Use common affixes and roots as clues to the meaning of a word.
 - Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

- L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common affixes and roots as clues to the meaning of a word.
 - Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

Language		Interdisciplinary Literacy Practices	
Vocabulary Acquisition and Use			
Guiding Principle 4 Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.			
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	1	Recognize that text is anything that communicates a message.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	2	Employ, develop and refine schema to understand and create text.
	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.7.4	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	6	Collaborate with others to create new meaning.
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	7	Utilize digital resources to learn and share with others.
	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	8	Engage in specialized, discipline-specific literacy practices.
L.8.4	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	10	Develop a literacy identity that promotes lifelong learning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	HOME	
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.		
	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		
	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases		
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Language

Vocabulary Acquisition and Use

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

L.9-10.4

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

- Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Literacy Practices

1

Recognize that text is anything that communicates a message.

2

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

3

View literacy experiences as transactional, interdisciplinary and transformational.

4

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

5

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

6

Collaborate with others to create new meaning.

7

Utilize digital resources to learn and share with others.

8

Engage in specialized, discipline-specific literacy practices.

9

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

10

Develop a literacy identity that promotes lifelong learning.

HOME

Language		Interdisciplinary Literacy Practices	
Vocabulary Acquisition and Use			
Guiding Principle 5 Students will demonstrate understanding of word relationships and nuances in word meanings.		1	Recognize that text is anything that communicates a message.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate an understanding of verbs and adjectives and their antonyms.	2	Employ, develop and refine schema to understand and create text.
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Demonstrate understanding of words by relating them to their synonyms and antonyms. d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender).	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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	

Language		Interdisciplinary Literacy Practices	
Vocabulary Acquisition and Use			
Guiding Principle 5 Students will demonstrate understanding of word relationships and nuances in word meanings.		1	Recognize that text is anything that communicates a message.
L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	2	Employ, develop and refine schema to understand and create text.
L.6.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to personification, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to allusions, in context. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figurative language, including but not limited to irony, in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar denotations.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.9-10.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	6	Collaborate with others to create new meaning.
L.11-12.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	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	