

## Kindergarten Priority Standards

### Foundational Skills

<b>Print Concepts</b>	RF.K.1 (a-d)	<p><b>Demonstrate understanding of the organization and basic features of print to aid in comprehension.</b></p> <p>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.</p>
<b>Phonological Awareness</b>	RF.K.2 (a-e)	<p><b>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</b></p> <p>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.</p>
<b>Phonics &amp; Word Recognition</b>	RF.K.3 (a-d)	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  c. Read common high-frequency words by sight.  d. Orally distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<b>Fluency</b>	RF.K.4a	<p><b>Read fluently (accuracy, speed, and prosody) on grade-level to support comprehension.</b></p> <p>a. Read emergent-reader texts with purpose and understanding.</p>

### Literature

<b>Key Ideas &amp; Details</b>	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.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.
	RL.K.3	With prompting and support, identify characters, settings and major events in a story in order to make meaning of the story development.

<b>Craft &amp; Structure</b>		
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<b>Integration of Knowledge &amp; Ideas</b>	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear.
<b>Range of Reading &amp; Level of Text Complexity</b>	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.
<b>Informational Text</b>		
<b>Key Ideas &amp; Details</b>	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.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea 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.
<b>Craft &amp; Structure</b>	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
<b>Integration of Knowledge &amp; Ideas</b>		
<b>Range of Reading &amp; Level of Text Complexity</b>	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.
<b>Writing</b>		
<b>Handwriting</b>	HW.K.1	Print all upper and lowercase letters and numerals.
<b>Language</b>		
<b>Conventions of Standard English</b>	L.K.1 (a-e)	<b>When writing or speaking, demonstrate appropriate use of:</b> a. common nouns and verbs. b. regular plural nouns by orally adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. d. sentences using common prepositions. e. complete sentences.
	L.K.2 (a-d)	<b>When writing:</b> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>Knowledge of Language</b>		

<b>Vocabulary Acquisition &amp; Use</b>	L.K.4 (a-c)	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</b> a. Identify homophones. b. Identify common affixes and how they change the meaning of a word. c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.K.5 (a-c)	<b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b> 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. c. Demonstrate an understanding of verbs and adjectives and their synonyms

## 1st Grade Priority Standards

### Foundational Skills

<b>Print Concepts</b>	RF.1.1 (a)	<p><b>Demonstrate understanding of the organization and basic features of print to aid in comprehension.</b></p> <p>a. Recognize the distinguishing features of a sentence including first word, capitalization, spacing and end-ing punctuation.</p>
<b>Phonological Awareness</b>	RF.1.2 (a-c)	<p><b>Demonstrate understanding of spoken words, syllables and sounds (phonemes).</b></p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Construct and deconstruct spoken single syllable words into initial, medial vowel and final sounds (phonemes).</p>
<b>Phonics &amp; Word Recognition</b>	RF.1.3 (a-g)	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final –e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Demonstrate knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. With adult support, decode two-syllable words by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p>
<b>Fluency</b>	RF.1.4 (a-c)	<p><b>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Orally read grade-level text fluently on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

### Literature

<b>Key Ideas &amp; Details</b>	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.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.
<b>Craft &amp; Structure</b>		
<b>Integration of Knowledge &amp; Ideas</b>	RL.1.7	Use a story's illustrations and details to describe its characters, setting and events.

<b>Range of Reading &amp; Level of Text Complexity</b>	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.
<b>Informational Text</b>		
<b>Key Ideas &amp; Details</b>	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.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea 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.
<b>Craft &amp; Structure</b>		
<b>Integration of Knowledge &amp; Ideas</b>	RI.1.7	Use the visuals and details in a text to describe its key ideas.
<b>Range of Reading &amp; Level of Text Complexity</b>	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.
<b>Writing</b>		
<b>Handwriting</b>	HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.
<b>Language</b>		
<b>Conventions of</b>	L.1.1 (a-h)	<b>When writing or speaking, demonstrate appropriate use of:</b> 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.

<b>Standard English</b>	L.1.2 (a-e)	<b>When writing:</b> a. Capitalize proper nouns, including but not limited to dates and names of people. b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>Knowledge of Language</b>		
<b>Vocabulary Acquisition &amp; Use</b>	L.1.4 (a-d)	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b> 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).

2nd Grade Priority Standards		
Foundational Skills		
<b>Print Concepts</b>		
<b>Phonological Awareness</b>		
<b>Phonics &amp; Word Recognition</b>	RF.2.3 (a-f)	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>
<b>Fluency</b>	RF.2.4 (a-c)	<p><b>Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Orally read grade-level text fluently on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
Literature		
<b>Key Ideas &amp; Details</b>	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.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.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.
<b>Craft &amp; Structure</b>		
<b>Integration of Knowledge &amp; Ideas</b>	RL.2.7	Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
	RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.

<b>Range of Reading &amp; Level of Text Complexity</b>	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.
<b>Informational Text</b>		
<b>Key Ideas &amp; Details</b>	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.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.
<b>Craft &amp; Structure</b>	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.
	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.
<b>Integration of Knowledge &amp; Ideas</b>	RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.
<b>Range of Reading &amp; Level of Text Complexity</b>		
<b>Writing</b>		
	W.2.1 (a-f)	<p><b>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>



<b>Text Types &amp; Purposes</b>	W.2.2 (a-g)	<p><b>Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</p> <p>b. Introduce the topic.</p> <p>c. Supply information with detail to develop the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
	W.2.3 (a-f)	<p>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.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Recount a single event or multiple events, memories or ideas.</p> <p>c. Include details which describe actions, thoughts, emotions.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
<b>Language</b>		
<b>Conventions of</b>	L.2.1 (a-f)	<p><b>In writing or speaking, demonstrate appropriate use of:</b></p> <p>a. collective nouns.</p> <p>b. frequently occurring irregular nouns.</p> <p>c. reflexive pronouns.</p> <p>d. past tense of frequently occurring irregular verbs.</p> <p>e. adjectives and adverbs in sentence formation.</p> <p>f. producing, expanding and rearranging complete simple and compound sentences.</p>

<p><b>Conventions of Standard English</b></p>	<p>L.2.2 (a-e)</p>	<p><b>When writing:</b></p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</li> <li>c. Use apostrophe to form contractions and possessives.</li> <li>d. Generalize spelling patterns.</li> <li>e. Use reference materials to self-check and correct spelling.</li> </ul>
<p><b>Knowledge of Language</b></p>		
<p><b>Vocabulary Acquisition &amp; Use</b></p>	<p>L.2.4 (a-f)</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> <li>e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</li> <li>f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</li> </ul>

## 3rd Grade Priority Standards

### Foundational Skills

<b>Phonics &amp; Word Recognition</b>	RF.3.3 (a-c)	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</p> <p>b. Decode multisyllabic words.</p> <p>c. Read grade-appropriate irregularly spelled words</p>
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### Literature

<b>Key Ideas &amp; Details</b>	RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
	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.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.
<b>Craft &amp; Structure</b>	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.

### Informational Text

<b>Key Ideas &amp; Details</b>	RI.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.
	RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.
<b>Craft &amp; Structure</b>	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.
<b>Integration of Knowledge &amp; Ideas</b>	RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.

### Writing/Composition

<b>Text Types &amp; Purposes</b>	C.3.1 (a-f)	<p><b>Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce the topic, followed by opinion statement, and create an organizational structure.</p> <p>c. Provide reasons with elaborate details to support the opinion.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
	C.3.2 (a-g)	<p><b>Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions and details.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>

	<p><b>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.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>C.3.3 (a-f)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</p> <p>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>
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**Language**

<p><b>Conventions of Standard English</b></p>	<p><b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p> <p>L.3.1 (a-i)</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Use verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound and complex sentences.</p>
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	L.3.2 (a-g)	<p><b>When writing:</b></p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</li> <li>f. Use spelling patterns and generalizations in writing words.</li> <li>g. Consult reference materials as needed to check and correct spellings.</li> </ul>
<b>Knowledge of Language</b>		
<b>Vocabulary Acquisition &amp; Use</b>	L.3.4	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</li> <li>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</li> </ul>

## 4th Grade Priority Standards

### Foundational Skills

#### Literature

<b>Key Ideas &amp; Details</b>	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.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.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.
<b>Craft &amp; Structure</b>	RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.

#### Informational Text

<b>Key Ideas &amp; Details</b>	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.4.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea 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.
<b>Craft &amp; Structure</b>	RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.
<b>Integration of Knowledge &amp; Ideas</b>	RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.

#### Writing/Composition

	C.4.2 (a-h)	<p><b>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>
	C.4.3 (a-g)	<p><b>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.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.</p> <p>e. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>f. Provide a conclusion that follows the narrated experiences or events.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</p>
<b>Language</b>		



<b>Conventions of Standard English</b>	L.4.1 (a-g)	<p><b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p> <p>a. Use relative pronouns and relative adverbs.  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.  g. Use frequently confused words, such as to, too, two; there, their, they're.</p>
	L.4.2 (a-d)	<p><b>When writing:</b></p> <p>a. Demonstrate appropriate use of capitalization rules.  b. Use commas and quotation marks to indicate direct speech and quotations for a text.  c. Use a comma before a coordinating conjunction in a compound sentence.  d. Consult reference materials as needed to check and correct spellings.</p>
<b>Knowledge of Language</b>		
<b>Vocabulary Acquisition &amp; Use</b>	L.4.4 (a-d)	<p><b>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.</b></p> <p>a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.  b. Use common 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, including those that signal precise actions and that are basic to a particular topic.</p>
	L.4.5 (a-c)	<p><b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b></p> <p>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.</p>

## 5th Grade Priority Standards

### Foundational Skills

#### Literature

<b>Key Ideas &amp; Details</b>	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	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.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.
<b>Integration of Knowledge &amp; Ideas</b>	RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.

#### Informational Text

<b>Key Ideas &amp; Details</b>	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences 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.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.
<b>Craft &amp; Structure</b>	RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
<b>Integration of Knowledge &amp; Ideas</b>	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).

#### Writing/Composition

<b>Text Types &amp; Purposes</b>	C.5.1 (a-f)	<p><b>Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>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.</p> <p>c. Provide logically ordered reasons that are supported by facts and details.</p> <p>d. Use grade-appropriate transitions.</p> <p>e. Provide a concluding section.</p> <p>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.</p>
	C.5.2 (a-h)	<p><b>Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.</b> (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>g. Provide a concluding section.</p> <p>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>
<b>Production &amp; Distribution</b>	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.
<b>Range of Writing</b>	C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
<b>Language</b>		

<b>Conventions of Standard English</b>	L.5.1 (a-e)	<p><b>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p> <p>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</p> <p>b. Use the perfect verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states and conditions.</p> <p>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions.</p>
	L.5.2 (a-e)	<p><b>When writing:</b></p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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.</p> <p>d. Use underlining, quotation marks or italics to indicate titles of works.</p> <p>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</p>
<b>Knowledge of Language</b>	L.5.3 a	<p><b>Use knowledge of language and its conventions when writing, speaking, reading or listening.</b></p> <p>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</p>
<b>Vocabulary Acquisition &amp; Use</b>	L.5.5 (a-c)	<p><b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</b></p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</p>

## 6th Grade Priority Standards

### Foundational Skills

#### Literature

<b>Key Ideas &amp; Details</b>	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
	RL.6.3	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.
<b>Craft &amp; Structure</b>	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.6.6	Explain how an author develops the perspective of the narrator or speaker in a text.
<b>Integration of Knowledge &amp; Ideas</b>	RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.
<b>Range of Reading &amp; Level of Text Complexity</b>	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.

#### Informational Text

<b>Key Ideas &amp; Details</b>	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
	RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
<b>Craft &amp; Structure</b>	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.
	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.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.
<b>Integration of Knowledge &amp; Ideas</b>	RI.6.9	Compare/contrast how two or more authors present similar events.

<b>Range of Reading &amp; Level of Text Complexity</b>	RI.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 informational texts independently and proficiently.
<b>Writing/Composition</b>		
<b>Text Types &amp; Purposes</b>	C.6.1 (a-g)	<p><b>Compose arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the argument presented.</p> <p>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>
	C.6.2 (a-h)	<p><b>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.</b></p> <p>a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>h. 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.</p>
<b>Language</b>		
<b>Conventions of Standard English</b>	L.6.2 (a-b)	<p><b>When writing:</b></p> <p>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</p>

<p><b>Knowledge of Language</b></p>	<p>L.6.4 (a-d)</p>	<p><b>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.</b></p> <p>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.</p> <p>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>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.</p>
<p><b>Vocabulary Acquisition &amp; Use</b></p>	<p>L.6.5 (a-c)</p>	<p><b>Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</b></p> <p>a. Interpret figurative language, including but not limited to personification, in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations of words with similar denotations.</p>

## 7th Grade Priority Standards

### Foundational Skills

#### Literature

<b>Key Ideas &amp; Details</b>	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.7.2	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
	RL.7.3	Analyze how particular elements of a story or drama influence one another.
<b>Craft &amp; Structure</b>	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.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.
<b>Integration of Knowledge &amp; Ideas</b>	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.

#### Informational Text

<b>Key Ideas &amp; Details</b>	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.7.2	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
	RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.
<b>Craft &amp; Structure</b>	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 word choices on meaning and tone.
	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.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.
<b>Integration of</b>	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.



<b>Knowledge &amp; Ideas</b>	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.
<b>Writing/Composition</b>		
<b>Text Types &amp; Purposes</b>	C.7.2 (a-h)	<p><b>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.</b></p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</p> <p>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>h. 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.</p>
<b>Language</b>		
<b>Conventions of Standard English</b>	L.7.1 (a-b)	<p><b>In both written and oral expression:</b></p> <p>a. Create sentences using correctly placed clauses and phrases.</p> <p>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</p>

## 8th Grade Priority Standards

### Foundational Skills

#### Literature

<b>Key Ideas &amp; Details</b>	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.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.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.
<b>Craft &amp; Structure</b>	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 not limited to analogies or allusions to other texts.
	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.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.
<b>Range of Reading &amp; Level of Text Complexity</b>	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.

#### Informational Text

<b>Key Ideas &amp; Details</b>	RI.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	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.
<b>Craft &amp; Structure</b>	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.
	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.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.

<b>Integration of Knowledge &amp; Ideas</b>	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.
<b>Writing/Composition</b>		
<b>Text Types &amp; Purposes</b>	C.8.1 (a-g)	<p><b>Compose arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</p> <p>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that supports the argument presented.</p> <p>g. 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.</p>
<b>Language</b>		
<b>Conventions of Standard English</b>	L.8.2 (a-c)	<p><b>When writing:</b></p> <p>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</p> <p>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</p> <p>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</p>

### 9th Grade Priority Standards

Priority	Supporting
RL & I.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. 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. 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. 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. 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.	
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. 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.
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. 9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences
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.	
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.	
C. 9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.	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.

### 10th Grade Priority Standards

Priority	Supporting
RL&I.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.	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.
RL&I.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.	RI.9-10.4 Determining the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impacts of specific word choices on meaning and tone.
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 the themes.	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.9-10.5 Analyze author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension, surprise.	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.
RI.9-10.6 Determining 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 purpose.	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 the text RI.9-10.8 Evaluate the argument, specific claims and evidence in a text, and analyze how an author uses rhetoric to advance that point of view on purpose.
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.	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 flexibility and dynamically. Use a variety of formats to cite sources. L.9-10.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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.  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.	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.  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.

<b>11th Grade Priority Standards</b>	
<b>Priority</b>	<b>Supporting</b>
<p>Key Ideas and Details RL.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text. 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. Craft and Structure 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. 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.</p>	<p>Key Ideas and Details 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. Craft and Structure 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. Integration of Knowledge and Ideas RL.11- 12.7 Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text. 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. Range of Reading and Level of Text Complexity 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.</p>

**Key Ideas and Details**

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.

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.

**Craft and Structure**

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.

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.

RI.11- 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument. 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.

**Integration of Knowledge and Ideas**

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.

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.

**Integration of Knowledge and Ideas**

RI.11- 12.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

**Range of Reading and Level of Text Complexity**

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,

### 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.

- 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

### 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.

### Text Types and Purposes

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.

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.

### Production and Distribution

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- 12.6 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.

<p>Conventions of Standard English L.11- 12.2 When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>Vocabulary Acquisition and Use 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.</p>	<p>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.</p> <p>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.</p> <p>Vocabulary Acquisition and Use 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</p> <p>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.</p>
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<b>12th Grade Priority Standards</b>	
<b>Priority</b>	<b>Supporting</b>
<p>Key Ideas and Details RL.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>RI.11- 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including</p> <p>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.</p> <p>RL.11- 12.7 Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.</p> <p>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.</p>