Oklahoma Academic Standards

ENGLISH LANGUAGE ARTS

OKLAHOMA Education

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Guiding Principles

Teachers use standards as guides for developing curriculum and instruction that is engaging, challenging, and sequenced for the students in their care. By nature, acquiring language arts knowledge and skills is a recursive learning endeavor: students revisit concepts again and again as they use language at increasingly sophisticated levels. Because of this recursive learning process, language arts learning will not progress for students in the strictly linear way it may in other content areas. Nonetheless, it is important for any set of standards to provide "concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education" (Great Schools Partnership, 2014). In order to make this document a clear, coherent description of what students are expected to know and be able to do at specific stages, the writers have adopted some guiding principles for design and organization: clarity, coherence, and purpose.

Clarity

- Standard statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth. When students *compare, paraphrase, predict,* or *summarize,* they are able to show a broader range of mastery of a concept than when they are expected to *identify* or *recognize*. However, the writers also have given full consideration to the complexity of the content itself. For example, it is more challenging to identify the implied theme of an extended essay than to identify the subject of a sentence. The progression of English language arts learning from pre-kindergarten through high school should reflect the relationship between the level of critical thinking students use and the actual listening, speaking, reading, and writing experiences students have.
- Content to be emphasized and assessed at specific grade levels is clearly identified.
    - Some objectives are formatted with bullets for easier reading; bulleted skills can be learned in any particular order.
    - In order to align with research on the science of reading, some objectives in Standard 2 Reading and Writing Foundations use lowercase letters for their bullets to indicate a researched-based sequence of learned skills. When lowercase letters are used instead of bullets, this shows a general sequence for how these skills would build upon one another. In this sequence, students practice "a" skills before practicing "b" skills and so on. While research supports this general sequence, some curriculum resources may use a slightly different sequence, and the fidelity of the curriculum resource should be honored.
- When a parenthetical phrase or statement is used to provide further clarity to an objective, *i.e.* and *e.g.* are sometimes used.
    - *i.e.* = those are the *only* things to consider (Latin for "that is")
    - *e.g.* = those are just some possible examples (Latin for "for example")
- Additional guidance and support documents will be provided on the ELA website (https://sde.ok.gov/language-arts) and the Oklahoma Curriculum Framework for English Language Arts (http://elaokframework.pbworks.com).

Coherence

- The Oklahoma Academic Standards for English Language Arts identify the knowledge and skills that Pre-K—12 students should know and be able to do by the end of a grade level; each standard for every grade is delineated at the appropriate level.
- The standards are presented by individual grade level with the reading and writing strands in a side-by-side format, encouraging an integrated approach to English language arts. When a skill is no longer present, mastery is implied; however, teachers must support previous grade-level skills according to the mastery level of their students.
    - For some grade levels in the Standard 5 Language writing strand, the grade of mastery is indicated for some mechanics skills.
    - The encoding objectives in the Spelling/Encoding section of Standard 2 Reading and Writing Foundations will often mirror the decoding standards from the previous grade in the Phonics and Word Study section of the same standard.
- Users must examine all of the standards for each grade level as a whole to have a coherent understanding of what is required of learners.
- Because of the interconnectedness of language arts concepts and skills, various aspects of what students know and can do may be described in more than one standard.
    - For example, learners conducting research (Standard 6) should use listening and speaking (Standard 1), reading and writing processes (Standard 2), academic vocabulary (Standard 4), critical reading and writing (Standard 3), formal grammar and usage (Standard 5), and more than likely, they will access research and complete their research products because they are competent in multimodal literacies (Standard 7).
- As students progress through grade levels, expectations encompass the content of the previous grades. Specifically, in connection to reading assignments, the complexity of texts increases as students advance to later grades; however, simpler texts can be used effectively in order for learners to develop a deeper understanding of content such as theme, figurative language, genre, and structure.

Purpose

In addition to a commitment to clear and coherent standards, the writers were guided by four fundamental purposes of English language arts education.

1. **The language arts classroom is a place that is inclusive of the identities that reflect the richness and diversity of the human experience.** All learners must hear the voices of their own heritage in the literature they encounter. They must also be given the opportunity to speak with the voices they choose for themselves in the writing they create.

2. **All learners are supported to become independent readers in a range of disciplines**. The ability to interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is paramount in achieving academic and career success. Furthermore, learners who possess the skills required to read independently have the power to choose both what they *need* and what they *want* to read.

3. **All learners are supported to become independent writers for a variety of audiences and a range of purposes**. Independent writers are able to access multiple strategies and formats to communicate and craft their message, so it resonates with their intended audience. After students graduate high school, their writing skills remain critical, empowering them to express themselves in multiple modes and avenues, both professionally and personally.

4. **A literate citizenry possesses the skills required to analyze, evaluate, act upon, and compose a wide range of communications**. An ultimate goal of language arts education is the development of informed citizens who can contribute to the common good.

8 Overarching Standards

The following eight standards encompass the content and competencies of English language arts:

1. **Listening and Speaking**
2. **Reading and Writing Foundations/Process**
3. **Critical Reading and Writing**
4. **Vocabulary**
5. **Language**
6. **Research**
7. **Multimodal Literacies**
8. **Independent Reading and Writing**

The eight overarching standards reinforce language arts' recursive nature, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. Each standard statement is accompanied by two strand statements—listening and speaking for Standard 1 and reading and writing for Standards 2-8. Each pair of strands contains grade-level objectives.

Standard 2 Reading and Writing Foundations includes the five strands of Phonological Awareness, Print Concepts, Phonics and Word Study, Spelling/Encoding, and Fluency. The linear order of the strands suggests a learning progression that begins with basic foundational skills and culminates in fluent readers and writers.

Concepts and skills are expressed in terms of both reading and writing to support integrated, rather than isolated, reading/writing instruction. Research supports this integrated model of English language arts, where students read to understand the meaning and composition of a text and write with readers' expectations and assumptions in mind.

The order of the standards is meant to suggest that students learn to read and write by listening and speaking (Standard 1) on their way to the ultimate goal of becoming independent, critical readers and writers (Standards 3 and 8). At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and concepts of independent reading and writing will be introduced even in the earliest grades.

Independent reading and writing is a natural outgrowth of strong standards implementation through a rigorous curriculum. Standard 8 acknowledges students' need to grow increasingly independent for college and career readiness. Being able to work independently and seek out opportunities to read and write is a significant part of life-long learning. These skills easily transfer to test-taking, civic engagement, and citizenship.

Academic standards establish objective performance criteria. They are used as guides to develop curriculum and instruction that is engaging, challenging, and sequenced for students. Acquiring English language arts knowledge and skills is a recursive learning endeavor. Students need to revisit concepts as they develop language arts acumen at increasingly higher levels of complexity.

The eight overarching standard statements are accompanied by two strand statements—listening and speaking for Standard 1 and reading and writing for Standards 2-8. Standard 2 Reading and Writing Foundations includes five unique strands and statements related to foundational literacy skills. Every strand contains grade-level objectives.

Standard 1: Listening and Speaking | Students will listen and speak effectively in a variety of situations.

- **Listening**: Students will develop and apply effective communication skills through active listening.
- **Speaking**: Students will develop and apply effective communication skills to share ideas through speaking.

Standard 2: Reading and Writing Foundations | Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

- **Phonological Awareness**: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.
- **Print Concepts**: Students will demonstrate their understanding of the organization and basic features of print.
- **Phonics and Word Study**: Students will decode words by applying phonics and word analysis skills in context and isolation.
- **Spelling/Encoding**: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
- **Fluency**: Students will read grade-level text smoothly and accurately, with appropriate expression.

Standard 2: Reading and Writing Process | Students will use a variety of recursive reading and writing processes.

- **Reading**: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.
- **Writing**: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

Standard 3: Critical Reading and Writing | Students will apply critical thinking skills to reading and writing.

- **Reading**: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
- **Writing**: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

Standard 4: Vocabulary | Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

- **Reading**: Students will expand their grade-level vocabularies through reading, word study, and class discussion.
- **Writing**: Students will apply knowledge of vocabulary to speak and write effectively.

Standard 5: Language | Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

- **Reading**: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
- **Writing**: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

Standard 6: Research | Students will engage in inquiry to acquire, refine, and communicate accurate information.

- **Reading**: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.
- **Writing**: Students will synthesize information ethically through speaking and writing.

Standard 7: Multimodal Literacies | Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

- **Reading**: Students will comprehend and evaluate multimodal content.
- **Writing**: Students will create multimodal content to communicate effectively.

Standard 8: Independent Reading and Writing | Students will read and write independently for a variety of purposes and periods of time.

- **Reading**: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.
- **Writing**: Students will write independently, intentionally selecting modes, purposes, and audiences.

Disciplinary Literacy in Oklahoma Academic Standards

As literacy expert Dr. Timothy Shanahan explains, “Disciplinary literacy is based upon the idea that literacy and text are specialized, and even unique, across the disciplines. Historians engage in very different approaches to reading than mathematicians do, for instance. Similarly, even those who know little about math or literature can easily distinguish a science text from a literary one.” Teachers of English language arts can partner with math, social studies, science, fine arts, computer science, and world languages teachers who are also teaching their students to read, write, listen, and speak within their particular subjects through subject-specific processes and standards. In self-contained elementary classrooms, teachers can incorporate various disciplinary literacies in their lessons.

Navigating the Standards

Oklahoma Academic Standards for English Language Arts **Grade 6**

Grade

Standard 2: Reading and Writing Process
Students will use a variety of recursive reading and writing processes.

Overarching Standard and Standard Statement

Reading	Writing
Students will read and comprehend inclusive, d and increasingly complex literary and information	recursive process that may include prewriting, drafting, revising, editing, and publishing.
6.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	**6.2.W.1** Students will routinely and recursively prewrite (e.g., develop ideas and plan).
6.2.R.2 en will analyze details in fiction, poetry, a d nonfiction to distinguish genres.	**6.2.W.2** Students will routinely and recursively organize and develop ideas to compose a first draft.
6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension.	**6.2.W.3** Students will ro ly and recursively revise drafts for intended pur nization (e.g., logicalorder a
	6.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.
	6.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

Strands and Strand Statements

Objective Code
Grade.Standard. Strand.Objective

Objectives

Pre-K

Students in Pre-Kindergarten (Pre-K) learn how to physically handle books, recognize beginning and ending sounds in individual words, and write the majority of letters in their first name. Pre-K students orally describe personal interests and follow simple oral directions. They begin to describe the roles of authors and illustrators of books as well as describe characters and setting. Students in Pre-K also begin drawing and labeling pictures to tell a story or share information. They begin to build their vocabularies and apply their knowledge of new words as they communicate through speaking, drawing, and writing. Pre-K students hear different sentence structures through both verbal conversations and read-alouds, and explore other media and formats as means of communication. Students participate in read-alouds, developing stamina for listening.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
PK.1.L.1 Students will actively listen using agreed-upon rules with prompting.	**PK.1.S.1** Students will work respectfully with peers with prompting.
PK.1.L.2 Students will follow simple one-step oral directions.	**PK.1.S.2** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.
	PK.1.S.3 Students will ask and answer questions with prompting.
	PK.1.S.4 Students will orally describe personal interests or tell stories to peers and adults with prompting.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

PK.2.PA.1 Students will count spoken words in a three- to four-word sentence with one-syllable words.

PK.2.PA.2 Students will recognize spoken words that rhyme (e.g., *wall* & *fall*).

PK.2.PA.3 Students will recognize syllables in spoken words (e.g., *pony* = po + ny).

PK.2.PA.4 Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., *the **p**uppy **p**ounces*).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

PK.2.PC.1 Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.

PK.2.PC.2 Students will demonstrate correct book orientation and identify the front and back covers of a book.

PK.2.PC.3 Students will begin to understand that print moves from top to bottom, left to right, and front to back.

PK.2.PC.4 Students will begin to recognize that written words are made up of letters and are separated by spaces.

PK.2.PC.5 Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences.

PK.2.PC.6 Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.

Standard 2 Continued

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

PK.2.PWS.1 Students will name the letters in their first name.

PK.2.PWS.2 Students will name a majority of uppercase and lowercase letters.

PK.2.PWS.3 Students will produce some sounds represented by letters.

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

PK.2.F.1 Students will read their first name in print.

PK.2.F.2 Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading	Writing
Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
PK.2.R Students will begin to retell or reenact major events or details from a read-aloud.	**PK.2.W** Students will begin to express themselves through drawing and emergent writing.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
PK.3.R.1 Students will describe the roles of an author and illustrator with prompting.	**PK.3.W** Students will use drawing and labeling to tell a story or share information with prompting.
PK.3.R.2 Students will answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	
PK.3.R.3 Students will identify characters in a story with prompting.	

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
PK.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	**PK.4.W.1** Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.
PK.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	**PK.4.W.2** Students will begin to use language according to purpose in shared writing experiences.
PK.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.	

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

PK.5.R.1 Students will hear different sentence structures through conversations, read-alouds, and interactive reading.

PK.5.R.2 Students will hear different parts of speech through conversations, read-alouds, and interactive reading:

- concrete objects as persons, places, or things (i.e., nouns)
- words as actions (i.e., verbs)
- color adjectives
- spatial and time relationships such as *up*, *down*, *before*, and *after*

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
PK.6.R Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	**PK.6.W** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
PK.7.R Students will explore ideas and topics in a variety of media and formats with prompting.	**PK.7.W** Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
PK.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	**PK.8.W** Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.

Kindergarten

Students in kindergarten learn concepts of print, recognize individual sounds in words, write their first and last name, and recognize all letters in the alphabet. Students share personal interests, listen to others, and engage in collaborative conversations. Kindergarten students begin to identify authors and illustrators of books and describe characters and setting. They ask and answer basic yet relevant questions about texts, retelling facts and details. Students begin drawing, labeling pictures, or writing to tell a story or share information. They expand their grade-level vocabularies and apply their knowledge of those words as they communicate through speaking, drawing, and writing. Kindergarteners begin to write simple sentences that begin with a capital letter and conclude with an end mark. They also use props, illustrations, or movements to express themselves. Students participate in read-alouds, developing stamina for listening.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.		Speaking Students will develop and apply effective communication skills to share ideas through speaking.	
K.1.L.1	Students will actively listen using agreed-upon discussion rules with prompting.	**K.1.S.1**	Students will work respectfully with peers with prompting.
K.1.L.2	Students will follow simple one- and two-step oral directions.	**K.1.S.2**	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.
		K.1.S.3	Students will ask and answer relevant questions with prompting.
		K.1.S.4	Students will orally describe personal interests or tell stories to peers and adults using agreed-upon rules (e.g., taking turns, staying on topic).

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

K.2.PA.1 Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).

K.2.PA.2 Students will distinguish rhyming and non-rhyming pairs and produce a rhyme when given a word.

K.2.PA.3 Students will isolate and pronounce initial and final sounds in spoken words.

K.2.PA.4 Students will count, segment, and blend syllables in spoken words.

K.2.PA.5 Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = *jog*; segmenting: *cat* = /c/+ at).

K.2.PA.6 Students will blend phonemes to form one-syllable spoken words with 2-4 phonemes (e.g., /f/ /l/ /a/ /t/= *flat*).

K.2.PA.7 Students will segment phonemes in one-syllable spoken words with 2-4 phonemes (e.g., *flat* = /f/ /l/ /a/ /t/).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

K.2.PC.1 Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.

K.2.PC.2 Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.

K.2.PC.3 Students will recognize that print moves from top to bottom, left to right, and front to back.

K.2.PC.4 Students will recognize that written words are made up of letters and are separated by spaces.

Standard 2 Continued

K.2.PC.5 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark) with prompting.

K.2.PC.6 Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

K.2.PWS.1 Students will name all uppercase and lowercase letters.

K.2.PWS.2 Students will sequence the letters of the alphabet.

K.2.PWS.3 Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ & /ā/, f = /f/, s = /s/, x = /ks/).

K.2.PWS.4 Students will blend letter sounds to decode simple Vowel/Consonant (VC) and Consonant/Vowel/Consonant (CVC) words (e.g., VC words = *at*, *in*, *up*; CVC words = *pat*, *hen*, *lot*).

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

K.2.SE.1 Students will represent major consonants logically in phonetic spelling (e.g., “lefnt” for *elephant* or “apl” for *apple*).

K.2.SE.2 Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for *cat* or "fer" for *fur*).

Standard 2 Continued

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

K.2.F.1 Students will read their first and last name in print.

K.2.F.2 Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).

K.2.F.3 Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

K.2.R.1 Students will identify the topic or main idea with a supporting detail of a text with prompting.

K.2.R.2 Students will discriminate between fiction and nonfiction text with prompting.

K.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.

K.2.R.4 Students will begin to retell facts and details from an informational text.

Writing

Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

K.2.W.1 Students will express themselves through drawing and emergent writing.

K.2.W.2 Students will sequence the action or details of stories/texts with prompting.

K.2.W.3 Students will use appropriate spacing between letters and words in emergent writing.

K.2.W.4 Students will add to their drawing and emergent writing.

K.2.W.5 Students will share their stories/texts with authentic audiences.

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.	Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
K.3.R.1 Students will describe the roles of an author and illustrator in various texts.	**K.3.W** Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.
K.3.R.2 Students will ask and answer basic questions (e.g., who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.	
K.3.R.3 Students will describe characters and setting in a story with prompting.	

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
K.4.R.1 Students will name and sort familiar objects into categories based on similarities and differences with prompting.	**K.4.W.1** Students will use new vocabulary to produce and expand complete sentences in shared language activities.
K.4.R.2 Students will begin to develop an awareness of context clues through read-alouds and other text experiences.	**K.4.W.2** Students will use language according to purpose in shared writing experiences.
K.4.R.3 Students will begin to acquire new vocabulary and relate new words to prior knowledge.	

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
K.5.R.1 Students will recognize simple sentences with prompting.	**K.5.W.1** Students will begin to compose simple sentences that begin with a capital letter and conclude with an end mark.
K.5.R.2 Students will recognize parts of speech in sentences with prompting: ● concrete objects as persons, places, or things (i.e., nouns) ● words as actions (i.e., verbs) ● color and size adjectives ● the pronoun *I* ● spatial and time relationships such as *up*, *down*, *before*, and *after*	**K.5.W.2** Students will capitalize their first name and the pronoun *I* with prompting.
	K.5.W.3 Students will recognize and begin to use periods, question marks, and exclamation points.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
K.6.R.1 Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.	**K.6.W.1** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.
K.6.R.2 Students will identify and use graphic and text features to understand texts: ● photos ● illustrations ● titles	**K.6.W.2** Students will find information from provided sources during group research with prompting. **K.6.W.3** Students will share relevant information for various purposes with prompting.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
K.7.R Students will explore ideas and topics in multimodal content.	**K.7.W** Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
K.8.R Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.	**K.8.W** Students will express their ideas using a combination of drawing and emergent writing with prompting.

Grade 1

Students in grade 1 learn the foundational reading skills to proficiently decode text with fluency and understanding. Students share personal interests, listen to others, and engage in collaborative conversations. Students in grade 1 ask and answer basic yet relevant questions about fiction and nonfiction texts, retelling facts and details. They begin practicing the writing process by writing narrative, informative, and opinion pieces that focus on appropriate spacing. Students expand their grade-level vocabularies, including Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. They write pieces with simple sentences that include independent clauses with singular or plural nouns, action verbs, correct capitalization, and end marks. Students understand texts more clearly with the aid of graphic and text features and use that understanding to find and share relevant information. Students express themselves through different combinations of multimodal content and develop stamina for longer periods of reading and writing.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.		Speaking Students will develop and apply effective communication skills to share ideas through speaking.	
1.1.L.1	Students will actively listen using agreed-upon discussion rules.	**1.1.S.1**	Students will work respectfully with peers.
1.1.L.2	Students will follow simple two- and three-step oral directions.	**1.1.S.2**	Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.
		1.1.S.3	Students will ask and answer relevant questions to seek help or get information to confirm understanding.
		1.1.S.4	Students will orally describe people, places, things, and events with relevant details expressing their ideas.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

1.2.PA.1 Students will count, segment, blend, and delete syllables in spoken words.

1.2.PA.2 Students will blend and segment onset and rime in spoken words (e.g., /ch/+ at = *chat*).

1.2.PA.3 Students will isolate and pronounce medial sounds in spoken words.

1.2.PA.4 Students will blend phonemes to form spoken words with 4-6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = *string*).

1.2.PA.5 Students will segment phonemes in spoken words with 4-6 phonemes into individual phonemes (e.g., *string* = /s/ /t/ /r/ /i/ /ng/).

1.2.PA.6 Students will add*, delete*, and substitute* phonemes in one-syllable spoken words with 3-5 phonemes (e.g., add /c/ to the beginning of *at* to say *cat*; delete the /p/ from *pin*, to say *in*; substitute the /o/ in *stop* with /e/ to say *step*).

*Manipulation does not involve consonant blends.

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

1.2.PC.1 Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

1.2.PC.2 Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

Standard 2 Continued

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

1.2.PWS.1* Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:

a. single consonants (e.g., b = /b/, f = /f/, t = /t/)
b. short vowel sounds (i.e., ă, ĕ, ĭ, ŏ, ŭ)
c. consonant blends (e.g., bl, br, cr)
d. consonant digraphs and trigraphs (e.g., sh, tch)
e. vowel-consonant-silent e (e.g., *lake*)
f. r-controlled vowels (i.e., ar, er, ir, or, ur)
g. vowel digraphs (e.g., ea, oa, ee)

***sequential skills**

1.2.PWS.2* Students will decode words by applying knowledge of syllable types in one-syllable words:

a. closed
b. open

***sequential skills**

1.2.PWS.3* Students will decode words by applying knowledge of structural analysis:

a. compound words
b. inflectional endings (e.g., -s, -ed, -ing)

***sequential skills**

Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

1.2.SE.1* Students will use correct spelling when writing the following sounds in words:

a. consonants
b. short vowels
c. digraphs
d. consonant blends
e. vowel-consonant-silent e

***sequential skills**

1.2.SE.2 Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., *the:* th- is a common letter/sound correspondence, -e is irregular).

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

1.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

1.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
1.2.R.1 Students will identify the topic or main idea with some supporting details of a text.	**1.2.W.1** Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.
1.2.R.2 Students will discriminate between fiction and nonfiction genres.	**1.2.W.2** Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.
1.2.R.3 Students will sequence the plot (i.e., beginning, middle, and end) of a story.	**1.2.W.3** Students will revise drafts by adding and/or deleting text.
1.2.R.4 Students will retell facts and details from an informational text.	**1.2.W.4** Students will correctly spell grade-level, highly decodable words (e.g., *cup*, *like*, *cart*) and common, irregularly spelled sight words (e.g., *the*) while editing using resources as needed.
	1.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with prompting.

1.3.R.2 Students will describe who is telling a story with prompting.

1.3.R.3 Students will find textual evidence when provided with examples of literary elements:
- setting (i.e., time and place)
- main characters and their traits

1.3.R.4 Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.

1.3.R.5 Students will begin to use details from a text to draw conclusions and make predictions.

1.3.R.6 Students will begin to locate facts that are clearly stated in a text.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

1.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with prompting.

1.3.W.2 Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.

1.3.W.3 Students will write an opinion about a topic and provide a reason to support the opinion with prompting.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
1.4.R.1	Students will begin to determine relationships among words, including synonyms and antonyms.	**1.4.W.1**	Students will use grade-level vocabulary to communicate ideas through speaking and writing.
1.4.R.2	Students will use context clues to determine the meaning of words with prompting.	**1.4.W.2**	Students will use language in speaking and writing according to purpose with prompting.
1.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.		
1.4.R.4	Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.		
1.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
1.5.R.1 Students will recognize simple sentences.	**1.5.W.1** Students will compose simple sentences that conclude with an end mark.
1.5.R.2 Students will recognize parts of speech in sentences: ● nouns as concrete objects (i.e., people, places, and things) ● regular plural nouns ● present-tense verbs as actions ● color, size, and number adjectives ● prepositions ● the pronouns *I*, *me*, *you*, and *we* ● the conjunctions *and*, *or*, and *but* ● the adverbs *too* and *very*	**1.5.W.2** Students will use nouns, verbs, and adjectives to add clarity and variety to their writing. **1.5.W.3** Students will capitalize the first letter of a sentence, proper names, and months and days of the week. **1.5.W.4** Students will use periods, question marks, and exclamation points.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
1.6.R.1 Students will identify who can answer questions about their topic or what resources they will need to find the information.	**1.6.W.1** Students will generate questions about topics of interest for research.
1.6.R.2 Students will identify and use graphic and text features to understand texts: ● photos ● illustrations ● titles ● labels ● headings ● charts ● graphs	**1.6.W.2** Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.
1.6.R.3 Students will identify the location and purpose of the table of contents and glossary.	**1.6.W.3** Students will share relevant information for various purposes.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
1.7.R Students will explain how ideas and topics are depicted in multimodal content.	**1.7.W** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
1.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time.	**1.8.W** Students will write independently using a combination of emergent and conventional writing with prompting.

Grade 2

Students in grade 2 strengthen their foundational and critical reading skills to proficiently read increasingly complex literary and informational texts with fluency and understanding. They ask and answer relevant questions by using text evidence, summarizing, and engaging in collaborative conversations. Students identify literary elements such as character, setting, author's purpose, and structure. Students in grade 2 continue to practice the writing process by writing narrative, informative, and opinion pieces. They expand their grade-level vocabularies, including synonyms, antonyms, and words with Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. Students write both simple and compound declarative, interrogative, imperative, and exclamatory sentences, and they use the correct end marks for each. Students use apostrophes when writing contractions, commas when writing dates, and colons when writing time. Students in grade 2 understand texts more clearly with the aid of graphic and text features, and use that understanding to find and share relevant information independently or in a group. Students express themselves through different combinations of multimodal content and develop stamina for longer periods of reading and writing.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
2.1.L.1 Students will actively listen using agreed-upon discussion rules.	**2.1.S.1** Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
2.1.L.2 Students will follow multi-step oral directions.	**2.1.S.2** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.

Standard 1 Continued

2.1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding.

2.1.S.4 Students will report on a topic or text, tell a story, or recount an experience with relevant facts descriptive details, speaking audibly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

2.2.PA Students will add, delete, and substitute phonemes in spoken words with 5-6 phonemes (e.g., add /th/ to the beginning of *rowing* to say *throwing*; delete the /r/ in *trips* to say *tips*; substitute the /l/ in *clank* with /r/ to say *crank*).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

Standard 2 Continued

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

2.2.PWS.1* Students will decode one- and two-syllable words by using their knowledge of the following phonics skills:

a. single consonants, including those with two different sounds (e.g., soft and hard c [*cent*, *cat*] and g [*gem*, *goat*])
b. consonant blends (e.g., bl, br, cr, spr, spl)
c. consonant digraphs and trigraphs (e.g., sh, tch)
d. vowel-consonant-silent e (e.g., *lake*)
e. r-controlled vowels (i.e., ar, er, ir or, ur)
f. vowel digraphs (e.g., ea, oa, ee)
g. vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g., oi as in *boil*, oy as in *boy*])
h. schwa (e.g., *banana*)
i. silent letter combinations (*knew*, *could*, *ghost*)

***sequential skills**

2.2.PWS.2* Students will decode words by applying knowledge of all major syllable types:

a. closed
b. open
c. vowel digraphs
d. vowel-consonant-silent e
e. r-controlled
f. consonant +le

***sequential skills**

2.2.PWS.3* Students will decode words by applying knowledge of structural analysis:

a. compound words
b. inflectional endings (e.g., -s, -ed, -ing)
c. contractions
d. abbreviations
e. common roots and related prefixes and suffixes

***sequential skills**

Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

2.2.SE.1* Students will use correct spelling when writing the following sounds in words:

a. digraphs
b. trigraphs
c. vowel digraphs
d. r-controlled

***sequential skills**

2.2.SE.2* Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:

a. closed
b. open
c. vowel-consonant-silent e
d. r-controlled

***sequential skills**

2.2.SE.3* Students will use structural analysis to correctly spell the following parts of words:

a. common prefixes
b. common suffixes
c. common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e, doubling a consonant)

***sequential skills**

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

2.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

2.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
2.2.R.1 Students will identify the main idea and supporting details of a text.	**2.2.W.1** Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.
2.2.R.2 Students will identify elements of various genres in fiction and nonfiction texts.	**2.2.W.2** Students will edit drafts using appropriate spacing between letters, words, and sentences.
2.2.R.3 Students will begin to summarize the plot of a story to include the beginning, middle, and end.	**2.2.W.3** Students will revise drafts by adding, deleting, and/or moving text.
2.2.R.4 Students will begin to summarize facts and details from an informational text.	**2.2.W.4** Students will correctly spell grade-level words while editing using resources as needed.
	2.2.W.5 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).

2.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.

2.3.R.3 Students will find examples of literary elements:
- setting (i.e., time and place)
- plot (i.e., beginning, middle, end)
- characters and their traits

2.3.R.4 Students will find examples of literary devices:
- simile
- alliteration
- onomatopoeia

2.3.R.5 Students will use details from the literary or informational text to draw conclusions and make predictions.

2.3.R.6 Students will locate facts that are clearly stated in an informational text.

2.3.R.7 Students will describe the structure of an informational text with prompting:
- description
- sequential

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

2.3.W.1 Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).

2.3.W.2 Students will write facts about a topic and include a main idea with supporting details in a paragraph.

2.3.W.3 Students will write an opinion about a topic and provide reasons as support in a paragraph.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
2.4.R.1	Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.	**2.4.W.1**	Students will use grade-level vocabulary to communicate ideas through speaking and writing.
2.4.R.2	Students will use context clues to determine the meaning of words.	**2.4.W.2**	Students will use language in speaking and writing according to purpose and audience.
2.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.		
2.4.R.4	Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.		
2.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

2.5.R.1 Students will recognize simple and compound sentences.

2.5.R.2 Students will recognize parts of speech in sentences:

- common, proper, and irregular plural nouns
- tenses of verbs (i.e., past, present, future)
- the simple subject and simple predicate of a sentence
- descriptive adjectives and articles (i.e., *a*, *an*, *the*) as adjectives
- prepositions
- singular and plural personal pronouns and the nouns they replace
- the conjunctions *and*, *or*, and *but*
- -ly adverbs

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

2.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.

2.5.W.2 Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.

2.5.W.3 Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.

2.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

2.5.W.5 Students will use apostrophes to form simple contractions (e.g., *isn't*, *aren't*, *can't*).

2.5.W.6 Students will use commas in dates (e.g., September 6, 2020).

2.5.W.7 Students will use a colon to indicate time (e.g., The bell rings at 3:15.).

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
2.6.R.1 Students will create their own questions to find information on their topic.	**2.6.W.1** Students will generate a list of topics and questions about an area of interest for research.
2.6.R.2 Students will identify and use graphic and text features to understand texts: • photos • illustrations • titles • labels • headings • charts • graphs • captions • subheadings	**2.6.W.2** Students will organize information found during group or individual research, using graphic organizers or other aids.
2.6.R.3 Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).	**2.6.W.3** Students will organize and share relevant information for various purposes.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
2.7.R Students will explore and compare ideas and topics in multimodal content.	**2.7.W** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
2.8.R Students will select texts for academic and personal purposes and read independently for extended periods of time.	**2.8.W** Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

Grade 3

Students in grade 3 continue to strengthen their foundational reading and writing skills while also starting to build the critical reading and writing skills needed to proficiently read increasingly complex literary and informational texts. Students ask relevant questions and answer inferential questions, using text evidence, summarizing, and engaging in collaborative conversations. They analyze texts for literary elements and devices, point of view, and structure. Students continue to practice the writing process by writing narrative, informative, and opinion pieces. Students in grade 3 expand their grade-level vocabularies, including homophones and homographs, multiple-meaning words, and words with Anglo-Saxon roots, and apply their knowledge of those words as they communicate through speaking and writing. Students write simple and compound sentences and recognize and correct fragments. They use adjectives, prepositions, and adverbs to add detail and clarity to their writing. Students understand texts more clearly with the aid of graphic and text features and use that understanding to find, organize, and share relevant information. Students in grade 3 analyze different combinations of multimodal content to determine how best to communicate ideas and feelings. Students develop stamina for longer periods of reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
3.1.L.1 Students will actively listen using agreed-upon discussion rules.	**3.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
3.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	**3.1.S.2** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

3.1.S.3 Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

3.2.PA Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of *listen* to say *glisten*; delete the /b/ in *bridges* to say *ridges*; substitute the /f/ in *frighten* with /b/ to say *brighten*; reverse the initial and final sounds in *safe* to say *face*).

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

3.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

3.2.PWS.1 Students will decode multisyllabic words using their knowledge of the following phonics skills:

- vowel diphthongs
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

Standard 2 Continued

3.2.PWS.2 Students will decode words by applying knowledge of structural analysis:
- contractions
- abbreviations
- common roots and related prefixes and suffixes
- morphology

3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

3.2.SE.1 Students will use correct spelling when writing the following sounds in words:
- diphthongs
- schwa (i.e., /ə/)
- silent letter combinations (e.g., *knew*, *could*, *ghost*)
- hard/soft c, g (e.g., *cover*, *celebrate*, *gorilla*, *general*)

3.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:
- vowel digraphs
- consonant + -le

3.2.SE.3 Students will use structural analysis to correctly spell the following parts of words:
- common prefixes
- common suffixes
- common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)

Standard 2 Continued

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

3.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

3.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading

Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

3.2.R.1 Students will determine the main idea and supporting details of a text.

3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

3.2.R.3 Students will summarize and sequence the important events of a story.

3.2.R.4 Students will summarize facts and details from an informational text.

Writing

Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

3.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

3.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

3.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.

3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

3.3.R.3 Students will find examples of literary elements:
- setting
- plot
- characters
- characterization

3.3.R.4 Students will find examples of literary devices:
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

3.3.R.5 Students will answer inferential questions, using a text to support answers.

3.3.R.6 Students will distinguish fact from opinion in an informational text.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

3.3.W.1 Students will write narratives incorporating:
- setting
- plot
- characters
- characterization

3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.

3.3.W.3 Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.

Standard 3 Continued

3.3.R.7 Students will describe the structure of an informational text:
- problem/solution
- description
- sequential

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
3.4.R.1	Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.	**3.4.W.1**	Students will use grade-level vocabulary in writing to clearly communicate ideas.
3.4.R.2	Students will use context clues to clarify the meaning of words.	**3.4.W.2**	Students will use precise vocabulary in writing for the intended mode and effect on the audience.
3.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.		
3.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		
3.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
3.5.R.1 Students will recognize simple and compound sentences.	**3.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.
3.5.R.2 Students will recognize parts of speech in sentences: ● concrete, abstract, and possessive nouns ● different types of verbs (i.e., action, linking, helping) and their roles in a sentence ● the complete subject and complete predicate of a sentence ● possessive adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace ● coordinating conjunctions (i.e., *for*, *and*, *nor*, *but*, *or*, *yet*, *so*) ● adverbs of frequency (e.g., *always*, *often*, *never*)	**3.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.
	3.5.W.3 Students will capitalize and punctuate titles of respect, words in titles, and geographical names.
	3.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
	3.5.W.5 Students will use apostrophes to form complex contractions (e.g., *should've*, *won't*, *y'all*) and to show possession.
	3.5.W.6 Students will use commas before a coordinating conjunction and to separate individual words in a series.
	3.5.W.7 Students will use a colon to indicate time.
	3.5.W.8 Students will use quotation marks to indicate dialogue.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.		Writing Students will synthesize information ethically through speaking and writing.	
3.6.R.1	Students will conduct research to answer questions, including self-generated questions, and to build knowledge.	**3.6.W.1**	Students will choose a topic of interest and generate several questions about it for research.
3.6.R.2	Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.	**3.6.W.2**	Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).
3.6.R.3	Students will begin to determine the relevance of the information gathered.	**3.6.W.3**	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
3.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.	**3.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: ● writing/alphabetic ● sound, visual, and/or spatial ● movement

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
3.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**3.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Grade 4

Students in grade 4 use their foundational reading and writing skills to strengthen the critical reading and writing skills needed to proficiently read increasingly complex literary and informational texts. They ask relevant, detailed questions and answer inferential questions, using text evidence, summarizing, and engaging in collaborative conversations in diverse groups. Students analyze texts for literary elements and devices, author's purpose, point of view, and structure, and they provide textual evidence when needed. Students in grade 4 continue to practice the writing process by writing longer narrative, informative, and opinion pieces, using textual evidence in each when required. Students expand their grade-level vocabularies, including analogies, multiple-meaning words, and words with Latin roots, and apply their knowledge of those words as they communicate through speaking and writing. Students in grade 4 recognize and write sentences that include prepositional phrases, possessive pronouns, comparative and superlative adjectives, and quotation marks. They research topics to answer questions or gain knowledge, gathering and organizing relevant information from reliable sources. Students in grade 4 analyze information from different modes and create their own multimodal content using various combinations that best express their ideas or feelings. They strengthen their stamina for longer periods of independent reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
4.1.L.1 Students will actively listen using agreed-upon discussion rules.	**4.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
4.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	**4.1.S.2** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

4.1.S.3 Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

Students will continue to review and apply earlier grade-level expectations for this standard.
If phonological skills are not mastered, students will address skills from previous grades.

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

4.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

Phonics and Word Study

Students will decode words by applying phonics and word analysis skills in context and isolation.

4.2.PWS.1 Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

Standard 2 Continued

4.2.PWS.2 Students will decode words by applying knowledge of structural analysis:
- contractions
- abbreviations
- common roots and related affixes
- morphology
- semantics

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

4.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

4.2.SE.2 Students will use structural analysis to correctly spell the following parts of words:
- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

4.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

4.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
4.2.R.1 Students will determine the key details that support the main idea of a text.	**4.2.W.1** Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.
4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.	**4.2.W.2** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
4.2.R.3 Students will summarize and sequence the important events of a story.	**4.2.W.3** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
4.2.R.4 Students will summarize facts and details from an informational text.	**4.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

4.3.R.3 Students will find textual evidence of literary elements:
- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict

4.3.R.4 Students will find textual evidence of literary devices:
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.

4.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

4.3.W.1 Students will compose narratives reflecting real or imagined experiences that:
- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

4.3.W.2 Students will compose informative essays that:
- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

Standard 3 Continued

4.3.R.7 Students will distinguish the structures of an informational text:
- cause/effect
- problem/solution
- description
- sequential

4.3.W.3 Students will write opinion essays that:
- introduce a topic and state an opinion
- incorporate relevant, text-based evidence to support the opinion
- use sentence variety and word choice to create interest
- maintain an organized structure with transitional words and phrases

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	**4.4.W.1** Students will use grade-level vocabulary in writing to clearly communicate ideas.
4.4.R.2 Students will use context clues to clarify the meaning of words.	**4.4.W.2** Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	
4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	
4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
4.5.R.1 Students will recognize simple and compound sentences.	**4.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.
4.5.R.2 Students will recognize parts of speech in sentences: • irregular possessive nouns (e.g., *children's*) • irregular and past participle verbs and verb tense to identify settings, times, and sequences • subject and verb agreement • comparative and superlative adjectives • prepositional phrases • possessive pronouns and the nouns they replace (i.e., antecedents) • coordinating conjunctions • comparative and superlative adverbs • interjections	**4.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. **4.5.W.3** Students will recognize and correct errors in subject and verb agreement. **4.5.W.4** Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation. **4.5.W.5** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. **4.5.W.6** Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals. **4.5.W.7** Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.

Standard 5 Continued

4.5.W.8 Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).

4.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

4.5.W.10 Students will use underlining or italics to indicate titles of works.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
4.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	**4.6.W.1** Students will generate a viable research question about a topic.
4.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.	**4.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).
4.6.R.3 Students will determine the relevance of the information gathered.	**4.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
4.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.	**4.7.W** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: ● writing/alphabetic ● sound, visual, and/or spatial ● movement

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
4.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**4.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Grade 5

Students in grade 5 extend their critical reading and writing skills to proficiently read complex literary and informational texts. Students use text evidence, summarizing, paraphrasing, and engaging in collaborative conversations in diverse groups to ask and answer relevant questions. They analyze texts to determine genres, evaluate literary devices, and distinguish between fact and opinion, providing textual support as needed. Students in grade 5 regularly practice the writing process by writing longer narrative, informative, and opinion pieces, referencing text evidence when required. Students expand their vocabularies, including analogies, homophones and homographs, and words with Latin roots, and apply their knowledge of those words when communicating through speaking and writing. They recognize and use simple, compound, and complex sentences, and they identify and correct errors in subject/verb agreement, verb tenses, and contractions. Students in grade 5 use a colon to introduce a list, quotation marks to signify quoted material, and italics to indicate a title. They use text features and reliable sources to gather relevant information during research and present their findings in an organized manner. Students analyze information from different modes and create their own multimodal content using various combinations that best express their ideas or feelings. Students in grade 5 increase their stamina for longer periods of independent reading and writing and autonomy in choosing what kinds of texts to read or pieces to write.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
5.1.L.1 Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.	**5.1.S.1** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
5.1.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	**5.1.S.2** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

5.1.S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Phonological Awareness

Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

Students will continue to review and apply earlier grade-level expectations for this standard.
If phonological skills are not mastered, students will address skills from previous grades.

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print.

5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

Phonics and Word Study

Students will decode and encode words by applying phonics and word analysis skills in context and isolation.

Students will continue to review and apply earlier grade-level expectations for this standard.
If phonics and word study skills are not mastered, students will address skills from previous grades.

Standard 2 Continued

Spelling/Encoding

Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

5.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

- letter-sound correspondences
- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)

5.2.SE.2 Students will use structural analysis to correctly spell the following parts of words:

- contractions
- abbreviations
- common spelling rules related to adding prefixes and suffixes

Fluency

Students will read grade-level text smoothly and accurately, with appropriate expression.

5.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

5.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
5.2.R.1 Students will explain how key supporting details support the main idea of a text.	**5.2.W.1** Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	**5.2.W.2** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
5.2.R.3 Students will summarize and sequence the important events of a story.	**5.2.W.3** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
5.2.R.4 Students will summarize facts and details from an informational text.	**5.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

5.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.

5.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

5.3.R.3 Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

5.3.R.4 Students will determine how literary devices contribute to the meaning of a text:

- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

5.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include plots with a climax and resolution
- include developed characters who overcome conflicts and use dialogue
- use a consistent point of view
- unfold in chronological sequence
- use sentence variety, sensory details, and vivid language to create interest
- model literary elements and/or literary devices from mentor texts

5.3.W.2 Students will compose informative essays that

- introduce and develop a topic
- incorporate evidence (e.g., specific facts, examples, charts, and graphs)
- maintain an organized structure with transitional words and phrases
- use sentence variety and word choice to create interest
- model literary devices from mentor texts

Standard 3 Continued

5.3.R.5 Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

5.3.R.7 Students will distinguish the structures of informational texts:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

5.3.W.3 Students will write opinion essays that:

- introduce a topic and state a clear opinion
- incorporate relevant, text-based evidence to support the opinion
- use sentence variety and word choice to create interest
- organize writing in a logical sequence with transitional words and phrases

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
5.4.R.1	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	**5.4.W.1**	Students will use grade-level vocabulary in writing to clearly communicate ideas.
5.4.R.2	Students will use context clues to clarify the meaning of words.	**5.4.W.2**	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
5.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.		
5.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.		
5.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.

5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

5.5.W.1 Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.

5.5.W.2 Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.

5.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.

5.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

5.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

5.5.W.6 Students will use the correct forms of *it's/its, you're/your,* and *they're/there/their.*

5.5.W.7 Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.

5.5.W.8 Students will use a colon to introduce a list.

Standard 5 Continued

5.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

5.5.W.10 Students will use underlining or italics to indicate titles of works.

5.5.W.11 Students will use a semicolon to punctuate compound sentences.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
5.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	**5.6.W.1** Students will formulate a viable research question.
5.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.	**5.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
5.6.R.3 Students will determine the relevance and reliability of the information gathered.	**5.6.W.3** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
5.7.R Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	**5.7.W** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
5.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**5.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

Grade 6

In grade 6, students practice speaking and listening by sharing their ideas and findings in class discussions. During the revision stage of the writing process, students learn how to better organize their writing through logical order and transitions. Students proficiently read complex literary and informational texts while further developing the ability to cite textual evidence to support analyses, which now includes mood. In this grade, students shift from writing opinion essays to argumentative essays, using claims, organization, and evidence to strengthen their writing. Students' vocabularies expand as they become more attuned to using context clues, knowledge of Latin roots, affixes, and stems to determine the meaning of complex words. They learn how to use commas and colons with increasing sophistication in their writing. They also take a critical stance toward sources and apply criteria for identifying relevant and reliable information. Students critique and create multimodal content and become increasingly independent readers and writers.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.		Speaking Students will develop and apply effective communication skills to share ideas through speaking.	
6.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	**6.1.S.1**	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions.
6.1.L.2	Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.	**6.1.S.2**	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.
		6.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
6.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	**6.2.W.1** Students will routinely and recursively prewrite (e.g., develop ideas and plan).
6.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	**6.2.W.2** Students will routinely and recursively organize and develop ideas to compose a first draft.
6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension.	**6.2.W.3** Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logicalorder and transitions).
	6.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.
	6.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.

6.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.

6.3.R.3 Students will analyze how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict (i.e., internal, external)
- point of view (i.e., third person limited and omniscient)

6.3.R.4 Students will analyze how literary devices contribute to the meaning of a text:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
- sound devices (i.e., onomatopoeia, alliteration)

6.3.R.5 Students will identify literary elements and devices that impact a text's theme.

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

6.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include plots involving characters resolving conflicts
- unfold in chronological sequence
- include a narrator, precise language, sensory details, and dialogue to enhance the narrative
- use sentence variety to create clarity
- emulate literary elements and/or literary devices from mentor texts

6.3.W.2 Students will compose informative essays or reports that:

- objectively introduce and develop topics
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity
- emulate literary devices from mentor texts

6.3.W.3 Students will compose argumentative essays that:

- introduce precise claims
- organize claims and evidence in a logical sequence
- provide relevant evidence to develop arguments, using credible sources
- use sentence variety and word choice to create clarity

Standard 3 Continued

6.3.R.6 Students will categorize facts included in an argument as for or against an issue.

6.3.R.7 Students will analyze how informational text structures support the author's purpose:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

6.3.R.8 Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
6.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.	**6.4.W.1**	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.
6.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**6.4.W.2**	Students will select language in writing to create a specific effect according to purpose.
6.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.		
6.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

6.5.R.1 Students will recognize simple, compound, and complex sentences.

6.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to signify various times, sequences, conditions, and states
- subject and verb agreement
- adjectives
- prepositional phrases
- reflexive pronouns and their antecedents
- singular *they*/*them*/*their*
- subordinating conjunctions
- adverbs
- interjections

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

6.5.W.1 Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.

6.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.

6.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.

6.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

6.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

6.5.W.6 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

6.5.W.7 Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).

Standard 5 Continued

6.5.W.8 Students will use a colon to introduce a quotation from a source (e.g., According to *National Geographic*, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).

6.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

6.5.W.10 Students will use underlining or italics to indicate titles of works.

6.5.W.11 Students will use a semicolon to punctuate compound sentences.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
6.6.R.1 Students will use their own viable research questions to gather information about a topic.	**6.6.W.1** Students will formulate and refine a viable research question.
6.6.R.2 Students will record and organize information from various primary and secondary sources.	**6.6.W.2** Students will develop a clear, concise thesis statement.
6.6.R.3 Students will determine the relevance and reliability of the information gathered.	**6.6.W.3** Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	6.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
6.7.R Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	**6.7.W** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
6.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**6.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

Grade 7

In grade 7, students participate in discussions, making their ideas and reasoning clear to their listeners and recognize the contributions of group members. Students paraphrase longer pieces of text and revise with coherence in mind. Students demonstrate an emerging sophistication in their ability to read challenging complex texts closely in order to cite multiple instances of specific evidence to support their assertions. By the end of grade 7, students should be able to recognize the effect of setting, plot, and characters on the theme and mood of a text. Their vocabulary has developed to the point that they can distinguish between denotative and connotative meanings and can use their knowledge of Greek roots to determine the meanings of words. Students gain the ability to write compound-complex sentences, the most advanced sentence structure, which they can use in narrative, informative, and argumentative modes. In research, students determine not only the relevance and reliability of sources but also the validity. They continue to consume, critique, and create multimodal content. Students play with modes and genres while writing independently and explore genres while reading independently.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.		Speaking Students will develop and apply effective communication skills to share ideas through speaking.	
7.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	**7.1.S.1**	Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.
7.1.L.2	Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose.	**7.1.S.2**	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

7.1.S.3 Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
7.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	**7.2.W.1** Students will routinely and recursively prewrite (e.g., develop ideas and plan).
7.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	**7.2.W.2** Students will routinely and recursively organize and develop ideas to compose a first draft.
7.2.R.3 Students will paraphrase a short passage in their own words to demonstrate comprehension.	**7.2.W.3** Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).
	7.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.
	7.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

7.3.R.1 Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.

7.3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.

7.3.R.3 Students will analyze literary elements to support an interpretation of a text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict (i.e., internal, external)
- point of view (i.e., third person limited and omniscient and second person)

7.3.R.4 Students will analyze literary devices to support an interpretation of a text:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
- sound devices (i.e., onomatopoeia, alliteration)
- verbal irony

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

7.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include plots involving complex characters resolving conflicts
- unfold in chronological or surprising sequence (e.g., foreshadowing)
- include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative
- use sentence variety to create clarity
- emulate literary elements and/or literary devices from mentor texts

7.3.W.2 Students will compose informative essays or reports that:

- objectively introduce and develop topics
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity
- establish and maintain a formal style
- emulate literary devices from mentor texts

Standard 3 Continued

7.3.R.5 Students will identify literary elements and devices that impact a text's theme and mood.

7.3.R.6 Students will distinguish factual claims from opinions.

7.3.R.7 Students will analyze how informational text structures support the author's purpose:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

7.3.R.8 Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.

7.3.W.3 Students will compose argumentative essays that:

- introduce precise claims
- organize claims and evidence in a logical sequence
- provide relevant evidence to develop arguments, using credible sources
- use sentence variety and word choice to create clarity
- establish and maintain a formal style

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
7.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.	**7.4.W.1**	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.
7.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**7.4.W.2**	Students will select language in writing to create a specific effect according to purpose.
7.4.R.3	Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.		
7.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

7.5.R.1 Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.

7.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- gerunds
- subject and verb agreement
- cumulative and coordinate adjectives
- demonstrative pronouns
- vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- singular *they*/*them*/*their*
- correlative conjunctions
- adverbs
- interjections

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

7.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

7.5.W.2 Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.

7.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).

7.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

7.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

7.5.W.6 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

7.5.W.7 Students will use commas to separate words or phrases in a series.

Standard 5 Continued

7.5.W.8 Students will use a colon to introduce a quotation from a source.

7.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

7.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.

7.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
7.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	**7.6.W.1** Students will formulate and refine a viable research question.
7.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	**7.6.W.2** Students will develop a clear, concise thesis statement.
7.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	**7.6.W.3** Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	7.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
7.7.R Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	**7.7.W** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
7.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**7.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Grade 8

In grade 8, students continue to refine their listening and speaking skills, giving formal and informal presentations. They summarize texts on similar topics and revise for word choice and sentence variety. Grade 8 students analyze complex nonfiction texts and works of literature by reading closely and uncovering evidence to wield in their own writing. At this level, students can now determine how literary elements and devices impact a text's tone, and they acknowledge counterclaims in their argumentative essays. They can also assess whether a claim is substantiated. Students develop a rich vocabulary of academic words, which they use to speak and write with more precision. As their language skills expand, they begin to recognize active and passive voice and correct misplaced and dangling modifiers as well as use verbals to create clarity and add variety to their writing. Students use direct quotes, summaries, and now paraphrases in their research papers and projects. They continue to create and critique multimodal content and broaden their independent reading and writing horizons.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.		Speaking Students will develop and apply effective communication skills to share ideas through speaking.	
8.1.L.1	Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.	**8.1.S.1**	Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
8.1.L.2	Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective.	**8.1.S.2**	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

8.1.S.3 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
8.2.R.1 Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.	**8.2.W.1** Students will routinely and recursively prewrite (e.g., develop ideas and plan).
8.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.	**8.2.W.2** Students will routinely and recursively organize and develop ideas to compose a first draft.
8.2.R.3 Students will paraphrase a passage in their own words to demonstrate comprehension.	**8.2.W.3** Students will routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).
	8.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.
	8.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

8.3.R.1 Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.

8.3.R.2 Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.

8.3.R.3 Students will analyze literary elements to support interpretations of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict (i.e., internal, external)
- point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)

8.3.R.4 Students will analyze literary devices to support interpretations of a text:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
- sound devices (i.e., onomatopoeia, alliteration)
- verbal and situational irony

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

8.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include plots involving complex characters resolving conflicts
- unfold in chronological or surprising sequence (e.g., flashback and foreshadowing)
- include a narrator, precise language, sensory details, and dialogue to enhance the narrative
- use sentence variety to create clarity
- emulate literary elements and/or literary devices from mentor texts

8.3.W.2 Students will compose informative essays or reports that:

- objectively introduce and develop topics
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity
- establish and maintain a formal style
- emulate literary devices from mentor texts

Standard 3 Continued

8.3.R.5 Students will identify literary elements and devices that impact a text's theme, mood, and tone.

8.3.R.6 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

8.3.R.7 Students will analyze how informational text structures support the author's purpose:

- compare/contrast
- cause/effect
- problem/solution
- description
- sequential

8.3.R.8 Students will compare or contrast two or more texts, providing textual evidence to support their inferences.

8.3.W.3 Students will compose argumentative essays that:

- introduce precise claims
- acknowledge counterclaims
- organize claims, counterclaims, and evidence in a logical sequence
- provide relevant evidence to develop arguments, using credible sources
- use sentence variety and word choice to create clarity
- establish and maintain a formal style

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
8.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.	**8.4.W.1**	Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.
8.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**8.4.W.2**	Students will select language in writing to create a specific effect according to purpose.
8.4.R.3	Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.		
8.4.R.4	Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

8.5.R.1 Students will recognize active and passive voice and misplaced and dangling modifiers in sentences.

8.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verbals (i.e., gerunds, participles, infinitives)
- cumulative and coordinate adjectives
- vague pronouns
- singular *they*/*them*/*their*
- coordinating, subordinating, and correlative conjunctions
- adverbs
- interjections

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

8.5.W.1 Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

8.5.W.2 Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.

8.5.W.3 Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.

8.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

8.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

8.5.W.6 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

8.5.W.7 Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).

8.5.W.8 Students will use a colon to introduce a quotation from a source.

Standard 5 Continued

8.5.W.9 Students will write using correct quotation marks mechanics.
Grade of Mastery: 8

8.5.W.10 Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.

8.5.W.11 Students will use a semicolon to punctuate compound and compound-complex sentences.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
8.6.R.1 Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	**8.6.W.1** Students will formulate and refine a viable research question.
8.6.R.2 Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	**8.6.W.2** Students will develop a clear, concise, defensible thesis statement.
8.6.R.3 Students will determine the relevance, reliability, and validity of the information gathered.	**8.6.W.3** Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	8.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
8.7.R Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.	**8.7.W** Students will create engaging multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
8.8.R Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.	**8.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

Grade 9

In grade 9, students join in conversations and participate in groups to constructively share their insights through listening and speaking. They analyze how genres enhance the meanings of works and delve deeply into substantive literary and informational texts. When revising their writing, students create consistent tone and point of view for greater coherence. Grade 9 students become increasingly aware of authors' perspectives and how writers emphasize particular examples or details to create theme, tone, and mood. Students identify bias and logical fallacies in arguments and support their analysis with both inferences and citations drawn from credible sources. They write in narrative, informative, and argumentative modes and blend them to suit their audience and purpose. By grade 9, students have developed vocabulary skills, including knowledge of Anglo-Saxon, Greek, and Latin roots, to determine the meanings of increasingly complex words. They intentionally use and revise for parallel structure in their writing. With regard to research, students develop clear, concise, defensible thesis statements and present their findings in short and long formats, skillfully blending quoted material with ellipses and brackets. Their analysis and creation of multimodal content is more nuanced, and their predilections for particular genres during independent reading and writing are more fixed.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
9.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.	**9.1.S.1** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
9.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	**9.1.S.2** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

9.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
9.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.	**9.2.W.1** Students will routinely and recursively prewrite (e.g., develop and organize ideas).
9.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.	**9.2.W.2** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
	9.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.
	9.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
	9.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

9.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

9.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

9.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

9.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

9.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

9.3.W.2 Students will compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Standard 3 Continued

9.3.R.5 Students will evaluate the validity of a speaker's argument:
- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguish substantiated from unsubstantiated claims
- analyze rhetorical appeals (i.e., ethos, logos, pathos)
- identify bias
- identify logical fallacies

9.3.R.6 Students will analyze how informational text structures support the author's purpose.

9.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

9.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

9.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabulary to speak and write effectively.	
9.4.R.1	Students will analyze the relationships among synonyms, antonyms, and analogies.	**9.4.W.1**	Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.
9.4.R.2	Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**9.4.W.2**	Students will select language to create a specific effect in writing according to purpose and audience.
9.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.		
9.4.R.4	Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.		

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

9.5.R.1 Students will recognize and examine the effect of parallel structure and active and passive voice to convey specific meanings.

9.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

9.5.W.1 Students will use or revise for active/passive voice and parallel structure in words and phrases for effect.

9.5.W.2 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

9.5.W.3 Students will recognize and correct misplaced and dangling modifiers.

9.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

9.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

9.5.W.6 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

9.5.W.7 Students will use commas to set off simple parenthetical elements.

9.5.W.8 Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.).

Standard 5 Continued

9.5.W.9 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

9.5.W.10 Students will write using correct italics mechanics.
Grade of Mastery: 8

9.5.W.11 Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
9.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.	**9.6.W.1** Students will formulate and refine a viable research question.
9.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	**9.6.W.2** Students will develop a clear, concise, defensible thesis statement.
9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	**9.6.W.3** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	9.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
9.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	**9.7.W** Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
9.8.R Students will select texts for specific purposes and read independently for extended periods of time.	**9.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Grade 10

In grade 10, students collaborate with classmates on projects, using their advanced listening and speaking skills. They can summarize and paraphrase from complex texts and navigate all five stages of the writing process to produce narrative, informative, argumentative, and blended essays. Students continue to read a wide variety of genres and authors, deepening their abilities to comprehend and analyze complex texts and evaluate how historical, cultural, and/or global perspectives affect meaning and author's style. They evaluate advanced literary elements such as archetypes and narrator reliability and distinguish evidence in an argument as logical, empirical, or anecdotal. By grade 10, students have large vocabularies and expand them through reading, word study, and class discussion and employ them for precision and effect in their writing. They effectively and intentionally use active and passive voice in their writing, which demonstrates use of Standard American English. Students engage in research by formulating questions, evaluating resources, and integrating information into their own writing using a consistent citation style, producing advanced essays and projects. They can blend alphabetic, aural, visual, spatial, and/or gestural modes into engaging content that accomplishes a purpose. Grade 10 students have the stamina to read and write independently for extended periods of time.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
10.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.	**10.1.S.1** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
10.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	**10.1.S.2** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

10.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
10.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.	**10.2.W.1** Students will routinely and recursively prewrite (e.g., develop and organize ideas).
10.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.	**10.2.W.2** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
	10.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.
	10.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
	10.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

10.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

10.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

10.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

10.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

10.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

10.3.W.2 Students will compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Standard 3 Continued

10.3.R.5 Students will evaluate the validity of a speaker's argument:
- distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- distinguish substantiated from unsubstantiated claims
- analyze rhetorical appeals (i.e., ethos, logos, pathos)
- identify bias
- identify logical fallacies

10.3.R.6 Students will analyze how informational text structures support the author's purpose.

10.3.R.7 Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

10.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:
- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

10.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
10.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	**10.4.W.1** Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.
10.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**10.4.W.2** Students will select language to create a specific effect in writing according to purpose and audience.
10.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
10.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

10.5.R.1 Students will recognize and analyze the effect of parallel structure, active and passive voice, and various types of phrases and clauses to convey specific meanings.

10.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

10.5.W.1 Students will use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect.

10.5.W.2 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

10.5.W.3 Students will demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.

10.5.W.4 Students will write using correct capitalization mechanics.
Grade of Mastery: 4

10.5.W.5 Students will write using correct end mark mechanics.
Grade of Mastery: 4

10.5.W.6 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

10.5.W.7 Students will write using correct comma mechanics.
Grade of Mastery: 9

Standard 5 Continued

10.5.W.8 Students will use a colon to reveal information.

10.5.W.9 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

10.5.W.10 Students will write using correct italics mechanics.
Grade of Mastery: 8

10.5.W.11 Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
10.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.	**10.6.W.1** Students will formulate and refine a viable research question.
10.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	**10.6.W.2** Students will develop a clear, concise, defensible thesis statement.
10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	**10.6.W.3** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	10.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
10.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	**10.7.W** Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
10.8.R Students will select texts for specific purposes and read independently for extended periods of time.	**10.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Grade 11

In grade 11, students synthesize the comments and claims of others, respond thoughtfully when encountering diverse perspectives, and skillfully present findings both orally and in writing. They summarize and paraphrase inclusive, diverse, and increasingly complex literary and informational texts. They write narrative essays with clear descriptions and sensory details, informative essays with evidence and a formal style, and argumentative essays with a defensible thesis and credible sources. Grade 11 students expand and apply their spoken and reading vocabularies to speak, read, and write effectively. Their knowledge of syntax allows them to analyze and evaluate a variety of texts as well as to write with increasing sophistication, using various types of phrases and clauses. They create viable research questions to gather specific information from primary and secondary sources, which they can synthesize into short and long formats. Students analyze and evaluate the techniques of multimodal content and also create their own to enhance their findings, reasoning, and evidence. They know how to find books, authors, and genres to read independently and how to select mode, purpose, and audience for a piece of independent writing.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
11.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.	**11.1.S.1** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.
11.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	**11.1.S.2** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

11.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
11.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.	**11.2.W.1** Students will routinely and recursively prewrite (e.g., develop and organize ideas).
11.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.	**11.2.W.2** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
	11.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.
	11.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
	11.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

11.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

11.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

11.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

11.3.W.1 Students will compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

11.3.W.2 Students will compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
- incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- maintain an organized structure
- use sentence variety and word choice to create clarity and concision
- establish and maintain a formal style
- emulate literary devices from mentor texts

Standard 3 Continued

11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.

11.3.R.6 Students will analyze how informational text structures support the author's purpose.

11.3.R.7 Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

11.3.W.3 Students will compose argumentative essays, reviews, or op-eds that:

- introduce precise, informed claims
- include a defensible thesis
- acknowledge counterclaims or alternate perspectives
- organize claims, counterclaims, and evidence in a logical sequence
- provide the most relevant evidence to develop balanced arguments, using credible sources
- use sentence variety and word choice to create clarity and concision
- use style and tone that suits the audience and purpose

11.3.W.4 Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Reading Students will expand their grade-level vocabularies through reading, word study, and class discussion.	Writing Students will apply knowledge of vocabulary to speak and write effectively.
11.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.	**11.4.W.1** Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.
11.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	**11.4.W.2** Students will select language to create a specific effect in writing according to purpose and audience.
11.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.	
11.4.R.4 Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	

Standard 5: Language

Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

Reading Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	Writing Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
11.5.R.1 Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.	**11.5.W.1** Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.
11.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.	**11.5.W.2** Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
	11.5.W.3 Students will write using correct capitalization mechanics. *Grade of Mastery: 4*
	11.5.W.4 Students will write using correct end mark mechanics. *Grade of Mastery: 4*
	11.5.W.5 Students will write using correct apostrophe mechanics. *Grade of Mastery: 5*
	11.5.W.6 Students will write using correct comma mechanics. *Grade of Mastery: 9*
	11.5.W.7 Students will use a colon or dash to reveal information in a sentence.

Standard 5 Continued

11.5.W.8 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

11.5.W.9 Students will write using correct italics mechanics.
Grade of Mastery: 8

11.5.W.10 Students will write using correct semicolon mechanics.
Grade of Mastery: 8

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	Writing Students will synthesize information ethically through speaking and writing.
11.6.R.1 Students will find and comprehend information about a topic, using their own viable research questions.	**11.6.W.1** Students will formulate and refine a viable research question.
11.6.R.2 Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.	**11.6.W.2** Students will develop a clear, concise, defensible thesis statement.
11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.	**11.6.W.3** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.
	11.6.W.4 Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Reading Students will comprehend and evaluate multimodal content.	Writing Students will create multimodal content to communicate effectively.
11.7.R Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.	**11.7.W** Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

Standard 8: Independent Reading and Writing

Students will read and write independently for a variety of purposes and periods of time.

Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	Writing Students will write independently, intentionally selecting modes, purposes, and audiences.
11.8.R Students will select texts for specific purposes and read independently for extended periods of time.	**11.8.W** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Grade 12

In grade 12, students are adept at listening and speaking in pairs, diverse groups, and whole-class settings. They can revise a piece of writing multiple times for organization, transitions, sentence variety, and consistent tone and point of view. They compare and contrast different interpretations of a topic across several texts, identifying how authors shape their presentation of key information and choose to highlight certain facts over others. Grade 12 students use their wide vocabulary to be precise and clear as they communicate complex ideas in writing. Their command of grammar, usage, and mechanics is evident in their writing, but they can also depart from standard usage to achieve a specific effect. Students gather, comprehend, evaluate, and synthesize researched information ethically. They comprehend and communicate knowledge through any combination of modes: alphabetic, aural, visual, spatial, and/or gestural. As they prepare for their next step in life, students in grade 12 read and write independently for extended periods of time.

Standard 1: Listening and Speaking

Students will listen and speak effectively in a variety of situations.

Listening Students will develop and apply effective communication skills through active listening.	Speaking Students will develop and apply effective communication skills to share ideas through speaking.
12.1.L.1 Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.	**12.1.S.1** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions
12.1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.	**12.1.S.2** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

Standard 1 Continued

12.1.S.3 Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
12.2.R.1 Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.	**12.2.W.1** Students will routinely and recursively prewrite (e.g., develop and organize ideas).
12.2.R.2 Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.	**12.2.W.2** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
	12.2.W.3 Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.
	12.2.W.4 Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
	12.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

12.3.R.2 Students will evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

12.3.R.3 Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

12.3.R.4 Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- sound devices (i.e., onomatopoeia, alliteration, assonance)
- irony (i.e., verbal, situational, dramatic)

Writing

Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

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- include varied syntax to enhance readability
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12.3.W.2 Students will compose informative essays, reports, or technical writing that:

- objectively introduce and develop topics
- include a defensible thesis
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Standard 3 Continued

12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.

12.3.R.6 Students will analyze how informational text structures support the author's purpose.

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Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

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12.5.R.2 Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

Writing

Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

12.5.W.1 Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.

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Grade of Mastery: 4

12.5.W.4 Students will write using correct end mark mechanics.
Grade of Mastery: 4

12.5.W.5 Students will write using correct apostrophe mechanics.
Grade of Mastery: 5

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Grade of Mastery: 9

12.5.W.7 Students will use a colon or dash to reveal information in a sentence.

Standard 5 Continued

12.5.W.8 Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

12.5.W.9 Students will write using correct italics mechanics.
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