

Standard 4. Critical Reading & Critical Writing

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Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres (**fiction, nonfiction, informational text, poetry, & drama**) from a variety of historical, cultural, and global perspectives.

Pre-K-K	<p>4.PK.R.1 With guidance and support, students will make and confirm predictions during shared reading</p> <p>4.PK.R.2 Literary 4.PK.R.2.A With guidance and support, students will describe the role of an author and illustrator, telling how they contribute to a story.</p> <p>4.PK.R.2.B With guidance and support, students will identify characters in a story.</p> <p>4.PK.R.3 Informational 4.PK.R.3.A With guidance and support, students will tell what is happening in a picture or illustration.</p>
K	<p>4.K.R.1 With guidance and support, students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).</p> <p>4.K.R.2 Literary 4.K.R.2.A Students will identify the author and illustrator, and explain the roles of each of a particular story.</p> <p>4.K.R.2.B With guidance and support, students will identify characters and setting in a story.</p> <p>4.K.R.3 Informational 4.K.R.3.A With guidance and support, students will tell what is happening in a picture or illustration.</p>
1st	<p>4.1.R.1 With guidance and support, students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).</p> <p>4.1.R.2 With guidance and support, students will begin to monitor their own comprehension and adjust strategies when necessary.</p> <p>4.1.R.3 With guidance and support, students will determine the purpose of the text (i.e. provide information, tell a story)</p> <p>4.1.R.4 Literary 4.1.R.4.A Students will identify who is telling the story in the text.</p> <p>4.1.R.4.B Students will identify and describe characters and setting of a text.</p> <p>4.1.R.5 Informational 4.1.R.5.A Students will identify text as fiction or non-fiction.</p> <p>4.1.R.5.B Students will describe connections between the text and illustrations.</p>

<p>2nd</p>	<p>4.2.R.1 Students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).</p> <p>4.2.R.2 Students will monitor their own comprehension and adjust strategies when necessary.</p> <p>4.2.R.3 Students will determine the purpose of the text (i.e. provide information, tell a story)</p> <p>4.2.R.4 Literary</p> <p>4.2.R.4.A Students will compare their own point of view with that of the narrator or characters in a text.</p> <p>4.2.R.4.B Students will describe characters and their traits and compare them with another character.</p> <p>4.2.R.4.C With guidance and support, students will answer inferential questions (how and why).</p> <p>4.2.R.5 Informational</p> <p>4.2.R.5.A With guidance and support, students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).</p> <p>4.2.R.5.B Students will identify characteristics of major genres (poetry, prose/narrative, drama, non-fiction).</p> <p>4.2.R.5.C Students will explain how the illustrations support aspects of the text.</p>
<p>3rd</p>	<p>4.3.R.1 Students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).</p> <p>4.3.R.2 Students will monitor their own comprehension and adjust strategies when necessary.</p> <p>4.3.R.2.A Students will identify the author's purpose.</p> <p>4.3.R.3 Literary</p> <p>4.3.R.3.A With guidance and support, students will identify the moral or theme of a story.</p> <p>4.3.R.3.B Students will describe characters and explain how their actions affect the events in the text.</p> <p>4.3.R.3.C With guidance and support, students will ask and answer inferential questions, using the text to support answers.</p> <p>4.3.R.4 Informational</p> <p>4.3.R.4.A With guidance and support, students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).</p> <p>4.3.R.4.B Students will identify characteristics of major genres (poetry, prose/narrative, drama, non-fiction).</p> <p>4.3.R.4.C Students will explain how the illustrations support aspects of the text.</p>
<p>4th</p>	<p>4.4.R.1 Students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).</p> <p>4.4.R.2 Students will monitor their own comprehension and adjust strategies when necessary.</p> <p>4.4.R.3 Students will identify the author's purpose.</p> <p>4.4.R.4 Literary</p> <p>4.4.R.4.A Students will explain the moral or theme of a story, drama or poem.</p>

	<p>4.4.R.4.B Students will describe characters and explain how their actions and motives affect the events in the text.</p> <p>4.4.R.4.C Students will ask and answer inferential questions, using the text to support answers.</p> <p>4.4.R.5 Informational</p> <p>4.4.R.5.A Students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).</p> <p>4.4.R.5.B Students will compare and contrast the characteristics of major genres (poetry, prose/narrative, drama, non-fiction).</p> <p>4.4.R.5.C Students will explain how the illustrations support aspects of the text.</p>
5th	<p>4.5.R.1 Students will monitor their own comprehension and adjust strategies when necessary.</p> <p>4.5.R.2 Students will identify the author's purpose.</p> <p>4.5.R.3 Literary</p> <p>4.5.R.3.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on point of view, simile, metaphor, and theme.</p> <p>4.5.R.3.B Students will analyze texts' forms and contents by making inferences about textual evidence.</p> <p>4.5.R.4 Informational</p> <p>4.5.R.4.A Students will identify the structure of a text, main idea, and author's use of evidence.</p> <p>4.5.R.4.B Students will compare and contrast textual forms and ideas within and between texts.</p> <p>4.5.R.4.C Students will connect literary and informational texts to their own experiences.</p>
6th	<p>4.6.R.1 Students will explain how authors use organizational and stylistic elements to achieve their purposes.</p> <p>4.6.R.2 Literary</p> <p>4.6.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on point of view, simile, metaphor, and theme.</p> <p>4.6.R.2.B Students will analyze texts' forms and contents by making inferences about textual evidence.</p> <p>4.6.R.3 Informational</p> <p>4.6.R.3.A Students will analyze what the text says explicitly and draw inferences using the author's evidence.</p> <p>4.6.R.3.B Students will analyze texts' forms and contents by making inferences about textual evidence.</p>
7th	<p>4.7.R.1 Students will explain how authors use organizational and stylistic elements to achieve their purposes.</p> <p>4.7.R.2 Literary</p> <p>4.7.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on irony, symbol, theme, and tone.</p> <p>4.7.R.2.B Students will analyze texts' forms and contents by making inferences about and drawing conclusions from textual evidence.</p> <p>4.7.R.3</p>

	<p>Informational 4.7.R.3.A Students will determine an author’s purpose by identifying the claims and supporting evidence. 4.7.R.3.B Students will recognize errors in reasoning. 4.7.R.3.C Students will analyze texts’ forms and contents by making inferences about and drawing conclusions from textual evidence.</p>
<p>8th</p>	<p>4.8.R.1 Students will analyze the potential effects on audiences of authors’ organizational and stylistic choices. 4.8.R.2 Literary 4.8.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on irony, symbol, theme, and tone. 4.8.R.2.B Students will analyze texts’ forms and contents by making inferences about and drawing conclusions from textual evidence. 4.8.R.2.C Students will evaluate textual evidence for supportability. 4.8.R.3 Informational 4.8.R.3.A Students will determine a main idea of a text and provide a summary, including how an author responds to conflicting evidence and viewpoints. 4.8.R.3.B Students will recognize errors in reasoning. 4.8.R.3.C Students will analyze texts’ forms and contents by making inferences about and drawing conclusions from textual evidence. 4.8.R.3.D Students will evaluate textual evidence for supportability.</p>
<p>9th</p>	<p>4.9.R.1 Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors’ stylistic and organizational choices. 4.9.R.2 Literary 4.9.R.2.A Students will analyze texts for character development, archetypes, theme, and tone. 4.9.R.2.B Students will interpret how themes are connected across texts. 4.9.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources. 4.9.R.2.D Students will evaluate textual evidence for supportability. 4.9.R.3 Informational 4.9.R.3.A Students will analyze how the author develops a claim over the course of a work, assessing the reasoning and evidence. 4.9.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.</p>

	<p>4.9.R.3.C Students will evaluate textual evidence for supportability.</p> <p>4.9.R.3.D Students will apply two or more interpretive strategies to differentiate possible meanings of grade-level literary and informational texts.</p>
10th	<p>4.10.R.1 Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.</p> <p>4.10.R.2 Literary</p> <p>4.10.R.2.A Students will analyze texts for character development, archetypes, theme, and tone.</p> <p>4.10.R.2.B Students will interpret how themes are connected across texts.</p> <p>4.10.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.</p> <p>4.10.R.2.D Students will evaluate textual evidence for supportability.</p> <p>4.10.R.3 Informational</p> <p>4.10.R.3.A Students will analyze how an author develops claims and counterclaims over the course of a work.</p> <p>4.10.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.</p> <p>4.10.R.3.C Students will evaluate textual evidence for supportability.</p> <p>4.10.R.3.D Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.</p>
11th	<p>4.11.R.1 Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.</p> <p>4.11.R.2 Literary</p> <p>4.11.R.2.A Students will evaluate texts for the significance of figurative language, tone, and theme.</p> <p>4.11.R.2.B Students will interpret how themes are connected across texts.</p> <p>4.11.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources and by synthesizing ideas found in multiple texts.</p> <p>4.11.R.2.D Students will evaluate textual evidence for supportability.</p> <p>4.11.R.3 Informational</p> <p>4.11.R.3.A Students will evaluate the effectiveness of an author's argument, structure, and evidence.</p> <p>4.11.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources and by synthesizing ideas found in multiple texts.</p> <p>4.11.R.3.C Students will evaluate textual evidence for supportability.</p> <p>4.11.R.3.D Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.</p>
12th	<p>4.12.R.1 Students will analyze literary elements and text structures.</p>

	<p>4.12.R.2 Students will evaluate purpose as well as the historical, cultural, and global significance.</p> <p>4.12.R.3 Students will compare, contrast, interpret, evaluate, and synthesize the ideas and formal elements presented within and across texts.</p> <p>4.12.R.3 Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.</p>
<p>Writing (Speaking) Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
Pre-K	<p>4.PK.W.1 With guidance and support, students will use drawing, labeling and dictating to express thoughts and ideas.</p>
K	<p>4.K.W.1 With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.</p>
1st	<p>4.1.W.1 With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.</p>
2nd	<p>4.2.W.1 Narrative 4.2.W.1.A Students will write narratives with a beginning, middle, and end.</p> <p>4.2.W.2 Informative 4.2.W.2.A Students will write information about a topic.</p> <p>4.2.W.3 Opinion 4.2.W.3.A Students will express an opinion about a topic.</p>
3rd	<p>4.3.W.1 Narrative 4.3.W.1.A Students will write narratives with characters and a logical sequence of events.</p> <p>4.3.W.2 Informative 4.3.W.2.A Students will write information about a topic that contains a main idea and supporting details.</p> <p>4.3.W.3 Opinion 4.3.W.3.A Students will express an opinion about a topic and provide reasons to support the opinion.</p>
4th	<p>4.4.W.1 Narrative 4.4.W.1.A Students will write narratives with setting, characters, a logical sequence of events, as well as a problem and solution.</p> <p>4.4.W.2 Informative 4.4.W.2.A Students will write information about a topic that contains a clear main idea, supporting details and a conclusion</p> <p>4.4.W.3 Opinion</p>

	<p>4.4.W.3.A Students will express an opinion about a topic and provide fact-based reasons to support the opinion.</p>
5th	<p>4.5.W.1 Narrative (Grade Level Focus) 4.5.W.1.A Students write narratives incorporating techniques of setting, character, conflict, and plot structure.</p> <p>4.5.W.2 Informative 4.5.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.</p> <p>4.5.W.3 Opinion 4.5.W.3.A Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details.</p>
6th	<p>4.6.W.1 Narrative 4.6.W.1.A Students write narratives incorporating techniques of character development, conflict, introduction, resolution and conclusion.</p> <p>4.6.W.2 Informative 4.6.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.</p> <p>4.6.W.3 Opinion (Grade Level Focus) 4.6.W.3.A Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details and include a concluding statement.</p>
7th	<p>4.7.W.1 Narrative 4.7.W.1.A Students write narratives incorporating techniques of pacing, dialogue, and sensory language.</p> <p>4.7.W.2 Informative (Grade Level Focus) 4.7.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>4.7.W.3 Argument 4.7.W.3.A Introduce a claim and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.</p>
8th	<p>4.8.W.1 Narrative 4.8.W.1.A Students write narratives incorporating techniques of point of view and narration.</p> <p>4.8.W.2 Informative 4.8.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>4.8.W.3 Argument (Grade Level Focus) 4.8.W.3.A</p>

	<p>Introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. Show relationships among the claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.</p>
9th	<p>4.9.W.1 Narrative (Grade Level Focus) 4.9.W.1.A Students write nonfiction narratives such as memoir.</p> <p>4.9.W.2 Informative (Grade Level Focus) 4.9.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>4.9.W.3 Argument 4.9.W.3.A Introduce claim(s), recognize and distinguish from alternate or opposing claims, and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented and supports the argument.</p>
10th	<p>4.10.W.1 Narrative 4.10.W.1.A Students write narratives embedded in other modes as appropriate.</p> <p>4.10.W.2 Informative (Grade Level Focus) 4.10.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>4.10.W.3 Argument (Grade Level Focus) 4.10.W.3.A Introduce precise claim(s) and distinguish them from alternate or opposing claims. Provide sufficient evidence to develop balanced arguments using credible sources. Use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument. Include a concluding statement that follows logically from the information presented and supports the argument.</p>
11th	<p>4.11.W.1 Narrative 4.11.W.1.A Students write narratives embedded in other modes as appropriate.</p> <p>4.11.W.2 Informative 4.11.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.</p> <p>4.11.W.3 Argument 4.11.W.3.A Introduce precise, informed claims(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument.</p> <p>4.11.W.4</p>

	(Blending of all modes in grade 11)
12th	4.12.W.1 Narrative 4.12.W.1.A Students write narratives embedded in other modes as appropriate. 4.12.W.2 Informative 4.12.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style. 4.12.W.3 Argument 4.12.W.3.A Introduce precise informed claim(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument. 4.12.W.4 (Blending of all modes in grade 12)