



Oklahoma Academic Standards for

# English Language Arts

2015



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## EIGHT OVERARCHING ENGLISH LANGUAGE ARTS STANDARDS IN READING AND WRITING

Academic standards intend to establish objective performance criteria. They can be used as guides for developing curriculum and instruction that is appropriately engaging, challenging, and sequenced for students. Acquiring 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 standards reinforce the recursive nature of the language arts, a non-linear process that involves the continuous and thoughtful refinement of concepts and skills. In each of the eight overarching English language arts standards, concepts and skills are expressed in terms of both reading and writing, intended 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 Eight English Language Arts College and Career Standards

**Standard 1: Speaking and Listening** - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

#### Reading

Students will develop and apply effective communication skills through speaking and active listening.

#### Writing

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

**Standard 2: Reading and Writing Process/Reading Foundations** - Students will use a variety of recursive reading and writing processes. Students will develop foundational skills for future reading success by working with sounds, letters, and text.

#### Reading

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.

#### Writing

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

**Standard 3: Critical Reading and Critical Writing** - 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 literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

#### Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

**Standard 4: Vocabulary** - Students will expand their working vocabulary to effectively understand texts and communicate.

**Reading**

Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.

**Writing**

Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

**Standard 5: Language** - Students will apply knowledge of grammar and rhetorical style to reading and writing.

**Reading**

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

**Writing**

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

**Standard 6: Research** - Students will engage in inquiry to acquire, refine, and share knowledge.

**Reading**

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

**Writing**

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

**Standard 7: Multimodal Literacies** - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

**Reading**

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

**Writing**

Students will create multimodal texts to communicate knowledge and develop arguments.

**Standard 8: Independent Reading and Writing** - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.

**Reading**

Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.

**Writing**

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.

# OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS: GUIDING PRINCIPLES

Teachers use standards as guides for developing curriculum and instruction that is appropriately 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 innately recursive disposition, language arts learning will not progress for students in the strictly linear way in which they may experience learning in some 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 guidelines for design and organization.

## Clarity

- Standard statements are written with verbs that indicate specifically what learning students must demonstrate and at what depth. When students “defend,” “compare,” “estimate,” “paraphrase,” “predict,” or “summarize,” they are able to show a broader range of mastery of a concept than when they are expected to “understand,” “identify,” “recognize,” or “recall.” 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 thesis of an extended essay than to identify the subject of a sentence. The progression of language arts learning from pre-kindergarten through high school should reflect an age-appropriate 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 (as examples, modes of writing or particular elements of grammar) is clearly identified.
- Definitions for terms used in the standards document are compiled in an updated, expanded glossary.

## Coherence

- Eight overarching standards, the College and Career Ready (CCR) English Language Arts standards, identify the knowledge and skills of the discipline for PK-12 students to learn; each standard is delineated at every grade at an appropriate level.
- A PK-12 vertical progression of standards, organized by standard, allows for easy location of a standard’s introduction. 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. This grade-to-grade, standard-by-standard progression can be viewed in a horizontal format, organized into



overlapping grade bands. Finally, educators may select all of the standards for any particular grade in an individual document for that grade. 

- Users of the standards 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 speaking and listening (Standard 1), the 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 (as examples – theme, figurative language, genre, 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.

- All learners must hear the voices of their own heritage in the literature they encounter. They must be given the opportunity to speak with the voices they choose for themselves in the writing they create. The language arts classroom is a place that is inclusive of racial, ethnic, cultural, gender, and all perspectives that reflect the richness of human experience.
- All learners are supported to become independent readers in a range of disciplines. The ability  interpret literature as well as informative, highly technical, and often lengthy reading passages on one's own is **paramount to** 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.
- All learners are supported  to become independent writers for a variety of audiences and a range of purposes. Four- and five-year-olds begin writing by **speaking** their ideas and stories to others, but their status as independent writers is not earned with mastery of the five-paragraph essay form in high school. Independent writers are able to access multiple strategies and formats to **communicate a message and to craft the message** so that it resonates with any readers they want to reach.



- 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.

## OKLAHOMA COLLEGE- AND CAREER-READY ENGLISH LANGUAGE ARTS STUDENT

The following eight strands encompass the content and competencies of the English language arts. For each strand, standard statements reflect both reading and writing applications, as these processes are bound together in the literate world.

The order of the standards is meant to suggest that students learn to read and write by speaking and listening on their way to the ultimate goal of becoming independent, critical reader and writers. At the same time, speaking and listening skills will continue to be developed as students progress through the grade levels, and notions 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 rigorous curriculum. Standard 8 addresses the integrated nature of English language arts and acknowledges students' needs 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 citizen participation.

**Standard 1: Speaking and Listening:** *Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.*

**Standard 2: Reading Process and Writing Process/Reading Foundations:** *Students will use recursive processes when reading and writing.*

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

**Standard 4: Vocabulary:** *Students will expand their working vocabulary to effectively understand and communicate.*

**Standard 5: Language:** *Students will apply knowledge of grammar and rhetorical style to reading and writing.*

**Standard 6: Research:** *Students will engage in inquiry to acquire, refine, and share knowledge.*

**Standard 7: Multimodal Literacies:** *Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.*

**Standard 8: Independent Reading and Writing:** *Students will read and write for a variety of purposes, including but not limited to academic and personal ones, for extended periods of time. Students will integrate the other standards when reading and writing.*



## OKLAHOMA ENGLISH LANGUAGE ARTS STANDARDS GUIDING RESEARCH

Well-recognized guiding research in language arts upholds the Oklahoma Eight CCR Standards as a whole, especially the standards' emphasis on the reciprocal relationship between reading and writing: we read what others have written and write to create reading for audiences beyond ourselves. This guiding research deserves expanded commentary.

### READING FOUNDATIONS

The International Literacy Association (ILA) and the Report of the Subgroups of the National Reading Panel have identified important components of reading. Foundational reading skills are included within Standard 2: Reading Process.

**PRINT CONCEPTS** - the ability to understand distinguishing features of print, including knowing that the print on the page contains a message, that the print contains words that can be read aloud, that print has a distinct “right side up,” and that words are read from right to left.

**PHONOLOGICAL/PHONEMIC AWARENESS** - the understanding that words and syllables can be broken down into smaller units or phonemes is a strong predictor of later reading success.

**PHONICS/DECODING** - instruction that provides students with a consistent strategy to apply knowledge of sound-symbol relationships to assist them in identifying unfamiliar words.

**VOCABULARY** – a comprehension that a reader's understanding of text is inextricably linked to his or her vocabulary base that can be developed through reading, direct instruction, and student-centered activities.

**READING FLUENCY** – a recognition that fluent reading is characterized by reading words with automaticity and expression and recognizing words with speed, accuracy and prosody; such automatic word recognition frees a student’s attention to comprehend the text.

**COMPREHENSION/CRITICAL LITERACY** – an emphasis that the goal of reading is understanding text by establishing a purpose for reading and determining what is literal and what is implied in the text. Critical literacy involves the reader being able to make connections between parts of a text and between texts.



In addition to these foundational components, skilled reading is influenced by the development of MOTIVATION and ENGAGEMENT, ATTITUDE and STANCE toward reading and writing and the process of interacting with text BEFORE, DURING and AFTER reading.



**MOTIVATION and ENGAGEMENT** - readers' desire to interact with a text, influenced by their own self-efficacy as well as the genre, text level, author, illustrator, or topic of a text. The reader's engagement with text may be influenced by motivation to interact with a specific text.

**ATTITUDE** - a reader's attitude toward reading for academic or leisure purposes influences the probability that s/he will choose to become engaged in the reading process.

**STANCE** - whether a reader is approaching a text for pleasure or for information.

**READING PROCESS** - the importance of a reader being involved with the text BEFORE (setting a purpose for reading), DURING (reading, monitoring comprehension, investigating terms s/he does not understand) and AFTER (referring back to the text to strengthen one's understanding, answer questions, participate in discussions and complete projects) reading.

## WRITING PROCESS

The National Council of Teachers of English (NCTE) has identified a process, confirmed by research  that skilled writers use to create text. Because writing is recursive, the stages of the process may not occur in a linear sequence, but the writer may revert to an activity characteristic of an earlier stage. The stages of the writing process include –

**PREWRITING** - getting ready to write by gathering and organizing ideas, generating a topic, and clarifying purpose, audience, and form.

**DRAFTING** - putting ideas down on paper with a focus on content while using notes or ideas generated during prewriting, without over-concern about adherence to grammatical rules, spelling, or mechanics.

**REVISING** - refining of content, not mechanics. Revision begins during the prewriting activity and continues through the final draft, as writers think again about the choices made for content and add, delete, or rearrange the material. Skilled writers may revise a draft several times, accepting suggestions for improvement from peers and teachers in addition to self-critique.



**EDITING** – making writing suitable for publication, including the correction of errors in punctuation, capitalization, spelling, usage, sentence structure, and legibility so that errors in conventions do not interfere with an audience’s ability to understand the message.

**PUBLISHING** - sharing the writer’s product with and/or being evaluated by the intended audience, or readers in general. An authentic audience, one with whom the students want to communicate, is necessary for effective writing. It is important to note that not every piece that a writer begins will be carried through the entire writing process and polished for publication. However, each student should be expected to develop some pieces of writing thoroughly enough to be published. Publishing reinforces the knowledge that writing is an act of communication.

## MULTIMODAL LITERACIES

The Oklahoma *Priority Academic Student Skills*’ evolution from a  Visual Literacy standard to a Multimodal Literacies standard has been directed **by inquiry into current best educational practices** for a digital world.

Text in the twenty-first century is not limited to print. Increasingly, texts are composites of print, images, sound, video, charts, and interactive links. Students need to know how to interpret and produce these kinds of texts for college, career, and informed citizenship. A statement by the NCTE Executive Committee (February 2013) confirms,

... the 21st century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies are multiple, dynamic, and malleable. As in the past, they are inextricably linked with particular histories, life possibilities, and social trajectories of individuals and groups. Active, successful participants in this 21st century global society must be able to

- Develop proficiency and fluency with the tools of technology;
-  Build intentional cross-cultural connections and relationships with others so as to pose and solve problems collaboratively and strengthen independent thought;
- Design and share information for global communities to meet a variety of purposes;
- Manage, analyze, and synthesize multiple streams of simultaneous information;
- Create, critique, analyze, and evaluate multimedia texts;
- Attend to the ethical responsibilities required by these complex environments.



The committee asserts,

The use of multimodal literacies has expanded the ways we acquire information and understand concepts. Ever since the days of illustrated books and maps texts have included visual elements for the purpose of imparting information. The contemporary difference is the ease with which we can combine words, images, sound, color, animation, video, and styles of print in projects so that they are part of our everyday lives and, at least by our youngest generation, often taken for granted.

*What this means for teaching:* The techniques of acquiring, organizing, evaluating, and creatively using multimodal information should become an increasingly important component of the English/Language Arts classroom (November 2005).

### **Further Support**

A large body of research has been consulted for each of the Oklahoma Eight College and Career Ready Standards; these sources are provided in a complete bibliography which can be accessed on the Oklahoma Department of Education's English Language Arts Standards webpage.



**Standard 1**

**Speaking and Listening**

*Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.*

**Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading/Listening</b> Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>PK.1.R.1</b> Students will actively listen and speak using agreed upon rules with guidance and support.</p> <p><b>PK.1.R.2</b> Students will begin to ask and answer questions about information presented orally or through other media with guidance and support.</p> <p><b>PK.1.R.3</b> Students will begin to participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>PK.1.R.4</b> Students will follow simple oral directions.</p>	<p><b>K.1.R.1</b> Students will actively listen and speak using complete sentences that include subject, verb, and object with guidance and support.</p> <p><b>K.1.R.2</b> Students will ask and answer questions - to seek help, get information, or clarify - about information presented orally or through other media with guidance and support.</p> <p><b>K.1.R.3</b> Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups with guidance and support.</p> <p><b>K.1.R.4</b> Students will follow one and two-step directions.</p>	<p><b>1.1.R.1</b> Students will actively listen and speak using agreed upon rules for discussion.</p> <p><b>1.1.R.2</b> Students will ask and answer questions - to seek help, get information, or clarify - about information presented orally, through text or other media to confirm understanding.</p> <p><b>1.1.R.3</b> Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p><b>1.1.R.4</b> Students will restate and follow simple two-step directions.</p>
<p><b>Writing/Speaking</b> Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>PK.1.W.1</b> Students will begin to orally describe personal interests or tell stories to classmates with guidance and support.</p> <p><b>PK.1.W.2</b> Students will work respectfully with others with guidance and support.</p>	<p><b>K.1.W.1</b> Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences and following implicit rules for conversation, including taking turns and staying on topic.</p> <p><b>K.1.W.2</b> Students will work respectfully with others with guidance and support.</p>	<p><b>1.1.W.1</b> Students will orally explain personal interests or tell stories, facing the audience and speaking clearly in complete sentences with appropriate volume.</p> <p><b>1.1.W.2</b> Students will work respectfully in groups.</p>

**Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> </p> <p>Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>2.1.R.1</b> Students will actively listen and speak using <b>agreed upon</b> rules for discussion.</p> <p><b>2.1.R.2</b> Students will ask and answer questions - to seek help, get information, or clarify - about information presented orally, through text or other media to confirm understanding.</p> <p><b>2.1.R.3</b> Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p> <p><b>2.1.R.4</b> Students will restate and follow multi-step directions.</p>	<p><b>3.1.R.1</b> Students will actively listen and speak clearly using <b>appropriate discussion rules.</b> </p> <p><b>3.1.R.2</b> Students will ask and answer questions - to seek help, get information, or clarify - about information presented orally, through text or other media to confirm understanding.</p> <p><b>3.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, <u>expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</u></p>	<p><b>4.1.R.1</b> Students will actively listen and speak clearly using <b>appropriate discussion rules.</b></p> <p><b>4.1.R.2</b> Students will ask and answer questions - to seek help  get information, or clarify  information presented orally, through text or other media to confirm understanding.</p> <p><b>4.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, <u>expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</u></p>
<p><b>Writing</b> </p> <p>Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>2.1.W.1</b> Students will <u>report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u></p> <p><b>2.1.W.2</b> Students will  work respectfully with groups  and share responsibility for <u>collaborative work, and value individual contributions made by each team member.</u></p>	<p><b>3.1.W.1</b> Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  at an <b>understandable</b> pace.</p> <p><b>3.1.W.2</b> Students  will work respectfully with diverse <b>teams and</b> share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>4.1.W.1</b> Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an <b>understandable</b> pace.</p> <p><b>4.1.W.2</b> Students will work <u>effectively and</u> respectfully with diverse teams, share responsibility for collaborative work, and value individual contributions made by each team member.</p>

**Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>5.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules <u>with awareness of verbal and nonverbal cues.</u></p> <p><b>5.1.R.2</b> Students will ask and answer questions - to seek help, get information, or clarify - about information presented orally, through text or other media to confirm understanding. </p> <p><b>5.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>6.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.</p> <p><b>6.1.R.2</b> Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>6.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>7.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with awareness <u>and control</u> of verbal and nonverbal cues.</p> <p><b>7.1.R.2</b> Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>7.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>
<p><b>Writing</b> Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>5.1.W.1</b> Students will <u>give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.</u></p> <p><b>5.1.W.2</b> Students will work effectively and respectfully with diverse teams, share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>6.1.W.1</b> Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content and <u>purpose</u> for audience.</p> <p><b>6.1.W.2</b> Students will work effectively and respectfully with diverse teams, share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>7.1.W.1</b> Students will give formal and informal presentations in a group or individually, <u>providing evidence to support a main idea.</u></p> <p><b>7.1.W.2</b> Students will work effectively and respectfully with diverse teams, <u>and willingness to make necessary compromises to accomplish a goal,</u> share responsibility for collaborative work, and value individual contributions made by each team member. </p>

**Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>8.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p><b>8.1.R.2</b> Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>8.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>9.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p><b>9.1.R.2</b> Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective. </p> <p><b>9.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>10.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p><b>10.1.R.2</b> Students will actively listen and <u>evaluate, analyze, and synthesize</u> a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>10.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings. </p>
<p><b>Writing</b> Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>8.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing <u>textual and visual evidence</u> to support a main idea. </p> <p><b>8.1.W.2</b> Students will work effectively and respectfully with diverse teams, and willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>9.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p><b>9.1.W.2</b> Students will work effectively and respectfully with diverse teams, and willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>10.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p><b>10.1.W.2</b> Students will work effectively and respectfully with diverse teams, and willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each team member.</p>

**Standard 1: Speaking and Listening - Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.**

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>11.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p><b>11.1.R.2</b> Students will actively and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>11.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas <u>by contributing to, building on, and questioning</u> the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p><b>12.1.R.1</b> Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.</p> <p><b>12.1.R.2</b> Students will actively and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.</p> <p><b>12.1.R.3</b> Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>
<p><b>Writing</b> Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>11.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p><b>11.1.W.2</b> Students will work effectively and respectfully with diverse teams, <b>and</b> willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each team member.</p>	<p><b>12.1.W.1</b> Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p> <p><b>12.1.W.2</b> Students will work effectively and respectfully with diverse teams, <b>and</b> willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each team member.</p>



**Standard 2**

**Reading and Writing Process**

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

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

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> <p><b>Reading Process standards extend into other standards.</b></p>	<p><b>PK.2.R</b> Students will begin to retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.</p>	<p><b>K.2.R.1</b> Students will retell or reenact major events from a read-aloud with guidance and support to recognize the main idea.</p> <p><b>K.2.R.2</b> Students will begin to recognize genres.</p> <p><b>K.2.R.3</b> Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text with guidance and support.</p>	<p><b>1.2.R.1</b> Students will retell or reenact major events in a text <u>focusing on important details</u> to recognize the main idea.</p> <p><b>1.2.R.2</b> Students will begin to use details (<i>e.g., facts, opinions</i>) to recognize genres.</p> <p><b>1.2.R.3</b> Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.</p>
<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p> <p><b>Writing Process standards extend into other standards.</b></p>	<p><b>PK.2.W</b> Students will begin to express themselves through drawing, dictating, and emergent writing with guidance and support.</p>	<p><b>K.2.W.1</b> Students will begin to develop first drafts by expressing themselves through drawing and emergent writing with guidance and support.</p> <p><b>K.2.W.2</b> Students will begin to develop first drafts by sequencing the the action or details of stories/texts with guidance and support.</p> <p><b>K.2.W.3</b> Students will begin to <u>edit</u> first drafts using appropriate spacing between letters and words with guidance and support.</p>	<p><b>1.2.W.1</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p><b>1.2.W.2</b> Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p> <p><b>1.2.W.3</b> Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing.</p> <p><b>1.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook</i>).</p>

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

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> <p><b>Reading Process standards extend into other standards.</b></p>	<p><b>2.2.R.1</b> Students will <u>identify the main idea and supporting details</u> of a text.</p> <p><b>2.2.R.2</b> Students will begin to <u>compare and contrast details (e.g., plots or events, settings, and characters)</u> to identify genres.</p> <p><b>2.2.R.3</b> Students <u>will begin to summarize events or plots (i.e., beginning, middle, end, and conflict)</u> of a story or text.</p>	<p><b>3.2.R.1</b> Students will identify the main idea and <u>key supporting details</u> of a text <u>or section of text</u>.</p> <p><b>3.2.R.2</b> Students will compare and contrast details (e.g., <i>plots or events, settings, and characters</i>) to identify genres.</p> <p><b>3.2.R.3</b> Students will summarize events or plots (i.e., <i>beginning, middle, end, and conflict</i>) of a story or text.</p>	<p><b>4.2.R.1</b> Students will identify <u>how key details support the main idea</u> of a <u>passage</u>.</p> <p><b>4.2.R.2</b> Students will compare and contrast details in <u>literary and non-fiction/informational texts</u> <u>and classify various genres</u>.</p> <p><b>4.2.R.3</b> Students will summarize events or plots (i.e., <i>beginning, middle, end, conflict, and climax</i>) of a story or text.</p> <p><b>4.2.R.4</b> Students will make connections to texts using evidence or personal experiences.</p> <p><b>4.2.R.5</b> Students <u>will begin to paraphrase main ideas with supporting details</u> in a text.</p>

	2nd Grade	3rd Grade	4th Grade
<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p> <p><b>Writing Process standards extend into other standards.</b></p>	<p><b>2.2.W.1</b> Students will <b>develop drafts</b> by sequencing the action or details in a story or about a topic through writing sentences.</p> <p><b>2.2.W.2</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p> <p><b>2.2.W.3</b> Students will apply graphemes and word patterns to correctly spell grade-appropriate words while editing.</p> <p><b>2.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, dictionaries</i>).</p>	<p><b>3.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p> <p><b>3.2.W.2</b> Students will edit drafts <u>and revise for clarity and organization</u>.</p> <p><b>3.2.W.3</b> Students will apply graphemes and word patterns to correctly spell grade-appropriate words while editing.</p> <p><b>3.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, <u>print and electronic dictionaries</u></i>).</p>	<p><b>4.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs.</p> <p><b>4.2.W.2</b> Students will edit drafts and revise for clarity and organization.</p> <p><b>4.2.W.3</b> Students will apply graphemes and word patterns to correctly spell grade-appropriate words while editing.</p> <p><b>4.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, <u>print and electronic dictionaries, and spell-check</u></i>).</p>

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

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> <p><b>Reading Process standards extend into other standards.</b></p>	<p><b>5.2.R.1</b> Students will <u>create an objective summary, including main idea and supporting details</u>, while maintaining meaning and a logical sequence of events.</p> <p><b>5.2.R.2</b> Students will <u>compare and contrast</u> details in literary and non-fiction/informational <b>texts</b> to identify <u>patterns of genres</u>.</p> <p><b>5.2.R.3</b> Students will paraphrase main ideas with supporting details in a text.</p>	<p><b>6.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> <p><b>6.2.R.2</b> Students will <u>analyze</u> details in literary and non-fiction/informational <b>texts</b> to identify patterns of genres.</p> <p><b>6.2.R.3</b> Students will paraphrase main ideas with supporting details in a text.</p>	<p><b>7.2.R.1</b> Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.</p> <p><b>7.2.R.2</b> Students will <u>analyze</u> details in literary and non-fiction/informational <b>texts</b> to identify patterns of genres.</p> <p><b>7.2.R.3</b> Students will paraphrase <u>and begin to generalize</u> main ideas with supporting details in a text.</p>

	5th Grade	6th Grade	7th Grade
<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p> <p><b>Writing Process standards extend into other standards.</b></p>	<p><b>5.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>5.2.W.2</b> Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.</p> <p><b>5.2.W.3</b> Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>5.2.W.4</b> Students will edit and revise multiple drafts for intended purpose (e.g., <i>staying on topic</i>), organization, and coherence.</p> <p><b>5.2.W.5</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p><b>6.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>6.2.W.2</b> Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.</p> <p><b>6.2.W.3</b> Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>6.2.W.4</b> Students will edit and revise multiple drafts for intended purpose (e.g., <i>staying on topic</i>), organization, coherence, and using a consistent point of view.</p> <p><b>6.2.W.5</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p><b>7.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>7.2.W.2</b> Students will plan (e.g., <i>outline</i>) and prewrite a first draft as necessary.</p> <p><b>7.2.W.3</b> Students will develop drafts by choosing an organizational structure (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>7.2.W.4</b> Students will edit and revise multiple drafts for organization, coherence, and making to improve transitions, and use a consistent point of view.</p> <p><b>7.2.W.5</b> Students will use resources to find correct spellings of words (e.g., <i>word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>

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

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> <p><b>Reading Process standards extend into other standards.</b></p>	<p><b>8.2.R.1</b> Students will summarize and paraphrase ideas of <b>somewhat challenging</b> passages, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>8.2.R.2</b> Students will analyze details in literary and non-fiction/informational texts to <u>evaluate</u> patterns of genres.</p> <p><b>8.2.R.3</b> Students will generalize main ideas with supporting details in a text.</p>	<p><b>9.2.R.1</b> Students will summarize, paraphrase, and <u>generalize</u> ideas of <b>more challenging</b> passages, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>9.2.R.2</b> Students will analyze details in literary and non-fiction/informational texts to evaluate patterns of genres.</p> <p><b>9.2.R.3</b> Students will <u>synthesize</u> <b>ideas</b> with supporting details in texts.</p>	<p><b>10.2.R.1</b> Students will summarize, paraphrase, and <u>synthesize</u> ideas of more challenging passages, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>10.2.R.2</b> Students will analyze details in literary and non-fiction/informational texts to <u>connect how genre supports the author's purpose</u>.</p>

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p> <p><b>Writing Process standards extend into other standards.</b></p>	<p><b>8.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>8.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>8.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>8.2.W.4</b> Students will edit and revise multiple drafts for organization, coherence, and meaning to improve transitions, <u>sentence variety</u>, and use a consistent point of view.</p> <p><b>8.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p><b>9.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>9.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>9.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>9.2.W.4</b> Students will edit and revise multiple drafts for organization, coherence, and meaning to improve transitions, sentence variety, and use a consistent <u>tone and</u> point of view.</p> <p><b>9.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p><b>10.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>10.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>10.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>10.2.W.4</b> Students will edit and revise multiple drafts for coherence, <u>logical</u> organization, meaning, <u>enhance</u> transitions, sentence variety, organization, and use a consistent tone and point of view.</p> <p><b>10.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>

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

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives.</p> <p><b>Reading Process standards extend into other standards.</b></p>	<p><b>11.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas in complex passages, while maintaining meaning and a logical sequence of events, within and between texts. </p> <p><b>11.2.R.2</b> Students will <b>evaluate</b> details in literary and non-fiction/informational texts to connect how genre supports the author’s purpose.</p> <p></p>	<p><b>12.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas in complex passages, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>12.2.R.2</b> Students will <b>evaluate</b> details in literary and non-fiction/informational texts to connect how genre supports the author’s purpose.</p>
<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.</p> <p><b>Writing Process standards extend into other standards.</b></p>	<p><b>11.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>11.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>11.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>11.2.W.4</b> Students will edit and revise  multiple drafts for coherence, logical organization, <b>enhance</b> meaning and transitions through  specific rhetorical devices, sentence variety, <b>and use</b> a consistent tone and point of view.</p> <p><b>11.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>	<p><b>12.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>12.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>12.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>12.2.W.4</b> Students will edit and revise multiple drafts for coherence, logical organization, enhance meaning and transitions through specific rhetorical devices, sentence variety, <b>and use</b> a consistent tone and point of view.</p> <p><b>12.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>

**Standard 2**

**Reading Foundations**

*Students will develop foundational skills for future reading success by working with sounds, letters, and text.*

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Phonological Awareness</b> Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text.</p>	<p><b>PK.2.PA.1</b> Students will distinguish spoken words in a sentence with guidance and support.</p> <p><b>PK.2.PA.2</b> Students will begin to identify spoken words that rhyme with guidance and support.</p> <p><b>PK.2.PA.3</b> Students will begin to identify syllables in spoken words with guidance and support.</p> <p><b>PK.2.PA.4</b> Students will begin to isolate initial sounds in spoken words with guidance and support.</p> <p><b>PK.2.PA.5</b> Students will begin to identify initial sounds in a set of spoken words (<i>i.e., alliteration</i>) with guidance and support.</p> <p><b>PK.2.PA.6</b> Students will combine onsets and rimes to form familiar one syllable spoken words with pictorial support. (<i>e.g., /c/ + at = cat</i>)</p>	<p><b>K.2.PA.1</b> Students will distinguish spoken words in a sentence.</p> <p><b>K.2.PA.2</b> Students will identify and produce pairs of rhyming words, and distinguish them from non-rhyming pairs.</p> <p><b>K.2.PA.3</b> Students will identify and count syllables in spoken words.</p> <p><b>K.2.PA.4</b> Students will isolate and produce initial and final sounds in spoken words, and produce another word with the same initial or final sound.</p> <p><b>K.2.PA.5</b> Students will isolate and produce the same initial sounds in a set of spoken words (<i>i.e., alliteration</i>) (<i>e.g., “the puppy pounces”</i>)</p> <p><b>K.2.PA.6</b> Students will blend and segment onsets and rimes in one syllable spoken words. (<i>e.g., Blending: /c/ + at = cat; segmenting: cat = /c/+ at</i>)</p> <p><b>K.2.PA.7</b> Students will segment phonemes in one syllable spoken words with 2 or 3 phonemes with pictorial support. (<i>e.g., “man” = /m/ /a/ /n/</i>)</p> <p><b>K.2.PA.8</b> Students will blend phonemes to form spoken words with 2 or 3 phonemes with pictorial support. (<i>e.g., /f/ /a/ /n/ = fan</i>)</p>	<p><b>1.2.PA.1</b> Students will identify and produce groups of rhyming words and distinguish them from non-rhyming pairs.</p> <p><b>1.2.PA.2</b> Students will identify and count syllables in spoken words.</p> <p><b>1.2.PA.3</b> Students will identify initial, medial and final sounds in a spoken word.</p> <p><b>1.2.PA.4</b> Students will identify onsets and rimes in one syllable spoken words.</p> <p><b>1.2.PA.5</b> Students will segment phonemes in one syllable spoken words.</p> <p><b>1.2.PA.6</b> Students will blend phonemes to form one syllable words.</p> <p><b>1.2.PA.7</b> Students will add, delete, or substitute phonemes in a spoken word with guidance and support as necessary (<i>e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog.”</i>).</p>

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Phonological Awareness</b> Phonological awareness is the ability to identify, think about and manipulate sounds in spoken language without using text.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p> <p><b>2.2.PA.1</b> Students will add, delete, or substitute phonemes in words. (e.g., “add /c/ to the beginning of “at” to say “cat;” “remove the /p/ from “pin,” to say “in;” “change the /d/ in “dog” to /f/ /r/ to say “frog.”)</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If phonological awareness skills are not mastered, students will address skills from previous grades.</i></p>

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	<p><b>PK.2.PC.1</b> Students will write the majority of the letters in their first name and some uppercase and lowercase letters with guidance and support.</p> <p><b>PK.2.PC.2</b> Students will understand that print carries a message by recognizing labels, signs and other print in the environment with guidance and support.</p> <p><b>PK.2.PC.3</b> Students will begin to demonstrate correct book orientation and identify the front and back covers of a book with guidance and support.</p> <p><b>PK.2.PC.4</b> Students will point to show their understanding that written words are made up of letters and are separated by spaces with guidance and support.</p> <p><b>PK.2.PC.5</b> Students will begin to understand that print moves from top to bottom, left to right and front to back with guidance and support.</p> <p><b>PK.2.PC.6</b> Students will recognize ending punctuation marks in print during shared reading with guidance and support.</p>	<p><b>K.2.PC.1</b> Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.</p> <p><b>K.2.PC.2</b> Students will demonstrate their understanding that print carries a message by recognizing labels, signs and other print in the environment.</p> <p><b>K.2.PC.3</b> Students will demonstrate correct book orientation and identify (by pointing) the title and the front and back covers of a book.</p> <p><b>K.2.PC.4</b> Students will point to show that written words are made up of letters and are separated by spaces.</p> <p><b>K.2.PC.5</b> Students will point to show that print moves from top to bottom, left to right, and front to back (does not have to be matched to voice).</p> <p><b>K.2.PC.6</b> Students will identify the distinguishing features of a sentence. (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with guidance and support.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If print concepts skills are not mastered, students will address skills from previous grades.</i></p> <p><b>1.2.PC.1</b> Students will correctly form letters to write their first and last name and all uppercase and lowercase letters.</p> <p><b>1.2.PC.2</b> Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.</p> <p><b>1.2.PC.3</b> Students will track print with finger to match voice and show that print moves across the page from top to bottom, left to right, and front to back.</p> <p><b>1.2.PC.4</b> Students will identify the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation, -comma, quotation marks).</p>

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Print Concepts</b> Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If print concepts skills are not mastered, students will address skills from previous grades.</i></p> <p><b>2.2.PC</b> Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If print concepts skills are not mastered, students will address skills from previous grades.</i></p> <p><b>3.2.PC</b> Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard.</i></p> <p><i>If print concepts skills are not mastered, students will address skills from previous grades.</i></p> <p><b>4.2.PC</b> Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	<p><b>PK.2.PWS.1</b> Students will name the majority of the letters in their first name and many uppercase and lowercase letters with guidance and support.</p> <p><b>PK.2.PWS.2</b> Students will identify and produce some sounds represented by letters with guidance and support.</p>	<p><b>K.2.PWS.1</b> Students will name all uppercase and lowercase letters.</p> <p><b>K.2.PWS.2</b> Students will identify and produce the primary or most frequent sounds, for each consonant, and the short vowel sounds. (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)</p> <p><b>K.2.PWS.3</b> Students will blend letter sounds to decode simple <i>Vowel / Consonant (VC)</i> and <i>Consonant / Vowel / Consonant (CVC)</i> words. (e.g., VC words = <i>at, in, up</i>; CVC words = <i>pat, hen, lot</i>)</p>	<p><b>1.2.PWS.1</b> Students will sequence the letters of the alphabet.</p> <p><b>1.2.PWS.2</b> Students will produce the primary or most frequent sounds, for each consonant, and the short and long vowel sounds. (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)</p> <p><b>1.2.PWS.3</b> Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>• single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)</li> <li>• consonant blends (e.g., <i>bl, br, cr</i>)</li> <li>• consonant digraphs and trigraphs (e.g., <i>sh, -tch</i>)</li> <li>• vowel sounds: <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> </ul> </li> <li>• r-controlled vowels (e.g., <i>ar, er, ir or, ur</i>)</li> <li>• vowel spelling patterns: <ul style="list-style-type: none"> <li>○ vowel digraphs (e.g., <i>ea, oa, ee</i>)</li> <li>○ vowel-consonant-silent-e (e.g., <i>lake</i>)</li> </ul> </li> </ul> <p><b>1.2.PWS.4</b> Students will decode words by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>• most major syllable patterns (e.g., <i>closed, open, vowel team, vowel silent e, r-controlled</i>)</li> <li>• inflectional endings (e.g., <i>-s, -ed, -ing</i>)</li> <li>• compound words</li> <li>• contractions</li> </ul> <p><b>1.2.PWS.5</b> Students will read words in common word families. (e.g., <i>-at, -ab, -am, -in</i>)</p> <p><b>1.2.PWS.6</b> Students will use of decoding skills in context when reading new words in a text.</p>

**Standard 2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Phonics and Word Study</b> Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p> <p><b>2.2.PWS.1</b> Students will decode <b>one</b> and <b>two syllable</b> words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>• single consonants, including those with two different sounds (e.g., <i>soft and hard c [cent, cat] and g [gem, goat]</i>)</li> <li>• consonant blends (e.g., <i>bl, br, cr</i>)</li> <li>• consonant digraphs and trigraphs (e.g., <i>sh-, -tch</i>)</li> <li>• vowel sounds:             <ul style="list-style-type: none"> <li>○ long</li> <li>○ short</li> <li>○ “r” controlled vowels (e.g., <i>ar, er, ir or, ur</i>)</li> </ul> </li> <li>• vowel spelling patterns:             <ul style="list-style-type: none"> <li>○ vowel digraphs (e.g., <i>ea, oa, ee</i>)</li> <li>○ vowel-consonant-silent-e (e.g., <i>lake</i>)</li> <li>○ vowel diphthongs (<i>vowel combinations having two vowel sounds - (e.g., oi as in boil, oy as in boy)</i>)</li> </ul> </li> </ul> <p><b>2.2.PWS.2</b> Students will decode <b>words</b> by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>• all major syllable patterns (e.g., <i>closed, consonant +le, open, vowel team, vowel silent e, r-controlled</i>)</li> <li>• inflectional endings (e.g., <i>-s, -ed, -ing</i>)</li> <li>• compound words</li> <li>• contractions</li> <li>• abbreviations</li> <li>• common roots and related prefixes and suffixes</li> </ul> <p><b>2.2.PWS.3</b> Students will read words in common word families (e.g., <i>-ight, -ink, -ine, ow</i>).</p> <p><b>2.2.PWS.4</b> Students will use of decoding skills in context when reading new words in a text.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p> <p><b>3.2.PWS.1</b> Students will decode multisyllabic words using their knowledge of:</p> <ul style="list-style-type: none"> <li>• “r” controlled vowels (e.g., <i>ar, er, ir or, ur</i>)</li> <li>• vowel diphthongs (<i>vowel combinations having two vowel sounds - e.g., oi as in boil, oy as in boy</i>)</li> </ul> <p><b>3.2.PWS.2</b> Students will decode <b>words</b> by applying knowledge of structural analysis:</p> <ul style="list-style-type: none"> <li>• all major syllable patterns</li> <li>• contractions</li> <li>• abbreviations</li> <li>• common roots and related prefixes and suffixes</li> </ul> <p><b>3.2.PWS.3</b> Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	<p><i>Students will continue to review and apply earlier grade level expectations for this standard. If these decoding skills are not mastered, students will address skills from previous grades.</i></p> <p><b>4.2.PWS.1</b> Students will use their combined knowledge of letter-sound correspondences, syllable patterns, morphology and semantics to accurately read unfamiliar words, including multisyllabic words, in context.</p>

**Standard 2: Reading Foundations - Students will use a variety of recursive reading and writing processes. Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Fluency</b> Students will recognize high frequency words and read orally appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>PK.2.F.1</b> Students will identify first name in print.</p>	<p><b>K.2.F.1</b> Students will Identify first and last name in print.</p> <p><b>K.2.F.2</b> Students will read some common high frequency words by sight.</p>	<p><b>1.2.F.1</b> Students will read high frequency and/or common irregularly spelled words with automaticity in text.</p> <p><b>1.2.F.2</b> Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.</p>

**Standard 2: Reading Foundations - Students will use a variety of recursive reading and writing processes. Students will develop foundational skills for future reading success by working with sounds, letters, and text.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Fluency</b> Students will recognize high frequency words and read orally appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>2.2.F.1</b> Students will read high frequency and/or common irregularly spelled words with automaticity in text.</p> <p><b>2.2.F.2</b> Students will orally read grade level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>3.2.F.1</b> Students will read high frequency and/or irregularly spelled words with automaticity in text.</p> <p><b>3.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>4.2.F.1</b> Students will read high frequency and irregularly spelled words with automaticity in text.</p> <p><b>4.2.F.2</b> Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.</p>

**Standard 3**

**Critical Reading and Writing**

*Students will apply critical thinking skills to reading and writing.*

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

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading/Listening</b> </p> <p>Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., fiction, nonfiction, informational text, poetry, &amp; drama) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>PK.3.R.1</b> Students will describe the role of an author and illustrator, telling how they contribute to a story with guidance and support. </p> <p><b>PK.3.R.2</b> Students will identify characters in a story with guidance and support.</p> <p><b>PK.3.R.3</b> Students will tell what is happening in a picture or illustration with guidance and support.</p> <p><b>PK.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading with guidance and support.</p>	<p><b>K.3.R.1</b> Students will identify the author and illustrator, and explain the roles of each in a particular story.</p> <p><b>K.3.R.2</b> Students will identify characters and setting in a story with guidance and support.</p> <p><b>K.3.R.3</b> Students will tell what is happening in a picture or illustration.</p> <p><b>K.3.R.4</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts during shared reading with guidance and support.</p>	<p><b>1.3.R.1</b> Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.</p> <p><b>1.3.R.2</b> Students will identify who is telling the story (i.e., point of view).</p> <p><b>1.3.R.3</b> Students will identify key literary elements:</p> <ul style="list-style-type: none"> <li>• setting (i.e., time, place)</li> <li>• plot </li> <li>• describe main characters and their traits in a story</li> </ul> <p><b>1.3.R.4</b> Students will identify literary devices with guidance and support:</p> <ul style="list-style-type: none"> <li>• simile </li> <li>• metaphor</li> </ul> <p><b>1.3.R.5</b> Students will begin to locate facts that are clearly stated in a text.</p> <p><b>1.3.R.6</b> Students will make connections between the text and illustrations to own experiences, ideas in other texts, and to the larger community and provide textual evidence. </p> <p><b>1.3.R.7</b> Students will ask and answer basic questions (e.g., who, what, where, and when) about texts.</p>

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Writing/Speaking</b> </p> <p>Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.</p>	<p><b>PK.3.W</b> Students will use drawing, labeling and dictating to express thoughts and ideas with guidance and support.</p>	<p><b>K.3.W</b> Students will use drawing, labeling, dictating, <u>and writing to tell a story, share information, or express an opinion</u> with guidance and support.</p>	<p><b><u>NARRATIVE</u></b>  <b>1.3.W.1</b> Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p> <p><b><u>INFORMATIVE</u></b>  <b>1.3.W.2</b> Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p> <p><b><u>OPINION</u></b>   <b>1.3.W.3</b> Students will express an <b>opinion</b> about a topic and provide a reason to support the opinion.</p>

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

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., fiction, nonfiction, informational text, poetry, &amp; drama) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>2.3.R.1</b> Students will identify the author’s purpose (<i>i.e., tell a story, provide information</i>).</p> <p><b>2.3.R.2</b> Students will identify  whether a story is narrated in <b>first or third person</b> point of view in grade-level literary and/or informational text.</p> <p><b>2.3.R.3</b> Students will identify key literary elements:</p> <ul style="list-style-type: none"> <li>• setting (<i>i.e., time, place</i>)</li> <li>• plot</li> <li>• <u>characters</u></li> <li>• <u>characterization</u></li> </ul> <p><b>2.3.R.4</b> Students will identify literary devices:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> </ul>	<p><b>3.3.R.1</b> Students will identify the author’s <u>stated and implied purpose</u> (<i>i.e., entertain, inform, persuade</i>).</p> <p><b>3.3.R.2</b> Students will identify whether a story is narrated in <b>first or third person</b> point of view in grade-level literary and/or informational text.</p> <p><b>3.3.R.3</b> Students will identify key literary elements and organization:</p> <ul style="list-style-type: none"> <li>• setting (<i>i.e., time, place</i>)</li> <li>• plot</li> <li>• characters</li> <li>• characterization</li> <li>• <u>a theme</u></li> </ul> <p><b>3.3.R.4</b> Students will identify literary devices:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• <u>personification</u></li> <li>• <u>onomatopoeia</u></li> <li>• <u>hyperbole</u></li> <li>• <u>symbolism</u></li> </ul>	<p><b>4.3.R.1</b> Students will identify the author’s purpose (<i>i.e., entertain, inform, persuade</i>) and <u>infer the difference between the stated and implied purpose</u>.</p> <p><b>4.3.R.2</b> Students will identify whether a story is narrated in <b>first or third person</b> point of view in grade-level literary and/or informational text.</p> <p><b>4.3.R.3</b> Students will identify  and <u>define</u> key literary elements and <b>organization:</b></p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (<i>i.e., protagonist, antagonist</i>)</li> <li>• characterization</li> <li>• <u>theme</u></li> </ul> <p><b>4.3.R.4</b> Students will identify literary devices:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• hyperbole</li> <li>• symbolism</li> <li>• <u>image</u> </li> <li>• <b>tone</b> </li> </ul>

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading (Continued)</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., <i>fiction, nonfiction, informational text, poetry, &amp; drama</i>) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>2.3.R.5</b> Students will locate facts that are clearly stated in a text.</p> <p><b>2.3.R.6</b> Students will make connections to own experiences, to ideas in other texts, and to the larger community and provide textual evidence.</p> <p><b>2.3.R.7</b> Students will answer <u>inferential questions</u> (e.g., <i>how and why</i>) with guidance and support.</p> <p><b>2.3.R.8</b> Students will identify the structure of a text (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p><b>3.3.R.5</b> Students will <u>distinguish fact from opinion</u> in a text.</p> <p> <b>3.3 R.6</b> Students will identify the author's perspective or position and identify the basic relationships among main ideas, supporting ideas, and evidence in the argument.</p> <p><b>3.3.R.7</b> Students will ask and answer inferential questions <u>using the text to support answers</u> with guidance and support.</p> <p><b>3.3.R.8</b> Students will identify the structure of a text (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p><b>4.3.R.5</b> Students will distinguish fact from opinion in a text <u>and investigate facts for accuracy</u>.</p> <p><b>4.3.R.6</b> Students will identify the author's perspective or position and <u>evaluate</u> the basic relationships among main ideas, supporting ideas, and evidence in the argument.</p> <p><b>4.3.R.7</b> Students will ask and answer inferential questions using the text to support answers.</p> <p><b>4.3.R.8</b> Students will identify the structure of a text (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect</i>).</p>

	2nd Grade	3rd Grade	4th Grade
<p><b>Writing</b> Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.</p>	<p><b>NARRATIVE</b> <b>2.3.W.1</b> Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p> <p><b>INFORMATIVE</b> <b>2.3.W.2</b> Students will write facts about a subject <u>and include a main idea with supporting details.</u></p> <p><b>OPINION</b> <b>2.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b>NARRATIVE - Grade Level Focus</b> <b>3.3.W.1</b> Students will write narratives incorporating characters, plot, setting, <u>point of view, and conflict (<i>i.e., solution and resolution</i>).</u></p> <p><b>INFORMATIVE</b> <b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and <u>using transitional words and signal words.</u></p> <p><b>OPINION</b> <b>3.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	<p><b>NARRATIVE</b> <b>4.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., solution and resolution</i>), <u>and dialogue.</u></p> <p><b>INFORMATIVE - Grade Level Focus</b> <b>4.3.W.2</b> Students will write facts about a subject, including a clear main idea with supporting <u>details, using</u> transitional words, signal words, <u>and a conclusion.</u></p> <p><b>OPINION</b> <b>4.3.W.3</b> Students will express an opinion about a topic and provide <u>fact-based</u> reasons as support.</p>

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

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., fiction, nonfiction, informational text, poetry, &amp; drama) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>5.3.R.1</b> Students will identify an author’s stated or implied purpose and <u>draw conclusions to evaluate how well the author’s purpose was achieved.</u></p> <p><b>5.3.R.2</b> Students will <u>determine the point of view and describe how it affects</u> grade-level literary and/or informational text.</p> <p><b>5.3.R.3</b> Students will <u>analyze</u> key literary elements and <u>identify how they contribute to the meaning</u> of the literary work:</p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (i.e., protagonist, antagonist)</li> <li>• characterization</li> <li>• theme</li> </ul>	<p><b>6.3.R.1</b> Students will <u>compare and contrast</u> stated or implied purposes of <u>different authors writing on the same topic</u> in grade-level literary and/or informational texts.</p> <p><b>6.3.R.2</b> Students will <u>evaluate</u> the point of view and describe how it affects grade-level literary and/or informational text.</p> <p><b>6.3.R.3</b> Students will <u>analyze key literary elements and how they contribute to the meaning of the literary work:</u></p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (i.e., protagonist, antagonist)</li> <li>• characterization</li> <li>• theme</li> <li>• <u>conflict (i.e., internal and external)</u></li> </ul>	<p><b>7.3.R.1</b> Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.</p> <p><b>7.3.R.2</b> Students will <u>evaluate</u> the point of view and describe how it affects grade-level literary and/or informational text.</p> <p><b>7.3.R.3</b> Students will <u>analyze how authors use key literary elements to create meaning:</u></p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (i.e., protagonist, antagonist)</li> <li>• characterization</li> <li>• theme</li> <li>• <u>conflict (i.e., internal and external)</u></li> </ul>

	5th Grade	6th Grade	7th Grade
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**Reading (Continued)**

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

**5.3.R.4** Students will evaluate literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- symbolism
- imagery
- tone

**5.3.R.5** Students will distinguish fact from opinion in a text and investigate facts for accuracy.

**5.3.R.6** Students will distinguish the structures of texts (e.g., *description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to support understanding.

**5.3.R.7** Students will compare and contrast the structures of texts and ideas within and between texts by making connections based on textual evidences.

**6.3.R.4** Students will evaluate literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- symbolism
- imagery
- tone

**6.3.R.5** Students will categorize facts included in an argument as for or against an issue.

**6.3.R.6** Students will analyze the structures of texts (e.g., *description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to support understanding.

**6.3.R.7** Students will analyze the structures of texts and ideas within and between texts and then provide textual evidence to support their inferences.

**7.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- tone
- symbolism
- irony

**7.3.R.5** Students will distinguish factual claims from opinions.

**7.3.R.6** Students will analyze the structures of texts (e.g., *description, compare/contrast, sequential, problem/solution, cause/effect*) and content by making inferences about texts and use textual evidence to draw simple logical conclusions.

**7.3.R.7** Students will make connections (e.g., thematic links, author analysis) between and across multiple texts and provide textual evidence to support their inferences.

	5th Grade	6th Grade	7th Grade
<p><b>Writing</b> Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.</p>	<p><b>NARRATIVE</b> <b>5.3.W.1</b> Students write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.</p> <p><b>INFORMATIVE</b> <b>5.3.W.2</b> Students will <u>introduce and develop a topic incorporating evidence (e.g., specific facts, examples, details) in an organized structure.</u></p> <p><b>OPINION - Grade Level Focus</b> <b>5.3.W.3</b> Students will <u>clearly state an opinion supported with facts and details.</u></p> <p><b>5.3.W.4</b> Students will show <u>relationships among facts, opinions, and supporting details.</u></p>	<p><b>NARRATIVE</b> <b>6.3.W.1</b> Students write narratives incorporating characters, plot, setting, point of view, conflict (<i>i.e., internal, external</i>), and dialogue.</p> <p><b>INFORMATIVE</b>  <b>6.3.W.2</b> Students will <u>compose essays</u> and reports about topics incorporating evidence (<i>e.g., specific facts, examples, details</i>) in an organized structure.</p> <p><b>OPINION - Grade Level Focus</b>  <b>6.3.W.3</b> Students will clearly state an opinion supported with <u>relevant facts</u> and details.</p> <p><b>6.3.W.4</b> Students will show relationships among facts, opinions, and supporting details, <u>and include a conclusion.</u> </p>	<p><b>NARRATIVE</b> <b>7.3.W.1</b> Students write narratives incorporating characters, plot, setting, point of view, conflict, dialogue, <u>and sensory details to convey experiences and events.</u></p> <p><b>INFORMATIVE</b> <b>7.3.W.2</b> Students will <u>compose essays</u> and reports about <u>topics incorporating evidence (e.g., specific facts, examples, details) in</u>  organized structure and <u>maintain a formal style.</u></p> <p><b>ARGUMENT - Grade Level Focus</b>  <b>7.3.W.3</b> Students will introduce a claim and organize reasons and <u>evidence using</u> credible sources.</p> <p><b>7.3.W.4</b> Students will show relationships among the claim, reasons, and evidence and include a <u>conclusion that follows logically from the information presented.</u></p>

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

	8th Grade 	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., <i>fiction, nonfiction, informational text, poetry, &amp; drama</i>) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>8.3.R.1</b> Students will <u>analyze works written on the same topic and compare how the authors achieved similar or different purposes and include support using textual evidence.</u></p> <p><b>8.3.R.2</b> Students will evaluate the point of view and describe how it affects grade-level literary and/or informational text.</p> <p><b>8.3.R.3</b> Students will analyze how authors use key literary elements to create meaning:</p> <ul style="list-style-type: none"> <li>• setting</li> <li>• plot</li> <li>• characters (<i>i.e., protagonist, antagonist</i>)</li> <li>• characterization</li> <li>• theme</li> <li>• conflict (<i>i.e., internal and external</i>)</li> </ul>	<p><b>9.3.R.1</b> Students will analyze works written on the same topic and compare how the authors achieved similar or different purposes and include support using textual evidence.</p> <p><b>9.3.R.2</b> Students will evaluate points of view <u>in more than one literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</u></p> <p><b>9.3.R.3</b> Students will <u>analyze texts for key literary elements and devices (e.g., figurative language, character development, archetypes, theme, tone, irony) and interpret how themes are connected across texts.</u></p>	<p><b>10.3.R.1</b> Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors' <u>stylistic and organizational choices in grade-level literary and informational genres.</u></p> <p><b>10.3.R.2</b> Students will analyze texts for <u>point of view</u>, figurative language, character development, archetypes, theme, and tone and interpret how themes are connected across texts.</p> <p><b>10.3.R.3</b> Students will <u>distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.</u></p>

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading (Continued)</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (<i>e.g., fiction, nonfiction, informational text, poetry, &amp; drama</i>) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>8.3.R.4</b> Students will evaluate literary devices to support interpretations of literary texts:</p> <ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• onomatopoeia</li> <li>• hyperbole</li> <li>• imagery</li> <li>• tone</li> <li>• symbolism</li> <li>• irony</li> </ul> <p><b>8.3.R.5</b> Students will distinguish factual claims from opinions.</p> <p><b>8.3.R.6</b> Students will analyze the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by making <u>complex</u> inferences about texts to draw logical conclusions from textual evidence.</p> <p><b>8.3.R.7</b> Students will make connections (<i>e.g., thematic links, author analysis</i>) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p><b>9.3.R.4</b> Students will <u>evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</u></p> <p><b>9.3.R.5</b> Students will analyze <u>how an author develops a claim over the course of a text.</u></p> <p><b>9.3.R.6</b> Students will <u>comparatively analyze</u> the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content <u>by inferring connections among multiple texts</u> and providing textual evidence to support their inferences.</p>	<p><b>10.3.R.4</b> Students will analyze how an author develops <u>claims and counterclaims</u> over the course of a work.</p> <p><b>10.3.R.5</b> Students will comparatively analyze the structures of texts (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Writing</b> Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.</p>	<p><b>NARRATIVE</b> <b>8.3.W.1</b> Students will write narratives incorporating characters, plot (<i>i.e., flashback and foreshadowing</i>), setting, point of view, conflict, dialogue, and sensory details.</p> <p><b>INFORMATIVE</b> <b>8.3.W.2</b> Students will compose essays and reports about topics incorporating evidence (<i>e.g., specific facts, examples, details</i>) in an organized structure and maintain a formal style.</p> <p><b>ARGUMENT - Grade Level Focus</b> <b>8.3.W.3</b> Students will introduce a claim, <u>recognize at least one claim from an opposing viewpoint</u>, organize reasons and <u>evidence using</u> credible sources.</p> <p><b>8.3.W.4</b> Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>	<p><b>NARRATIVE - Grade Level Focus</b> <b>9.3.W.1</b> Students will write <u>nonfiction narratives</u> (<i>e.g., memoirs, personal, essays</i>).</p> <p><b>INFORMATIVE - Grade Level Focus</b> <b>9.3.W.2</b> Students will compose essays and reports to <u>objectively introduce and develop topics incorporating</u> evidence (<i>e.g., specific facts, examples, details, data</i>) in an organized structure and <u>maintain</u> a formal style.</p> <p><b>9.3.W.3</b> Students will elaborate on ideas <u>by using logical reasoning and illustrative examples to connect evidence(s) to claim(s)</u>.</p> <p><b>ARGUMENT</b> <b>9.3.W.4</b> Students will introduce <u>claims</u>, recognize <u>and distinguish from alternate or opposing claims</u>, and organize reasons and <u>evidence using</u> credible sources.</p> <p><b>9.3.W.5</b> Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.</p> <p><b>9.3.W.6</b> Students will <u>blend all modes of writing to produce effective argumentative essays</u>.</p>	<p><b>NARRATIVE</b> <b>10.3.W.1</b> Students will write <u>narratives embedded in other modes as appropriate</u>.</p> <p><b>INFORMATIVE - Grade Level Focus</b> <b>10.3.W.2</b> Students will compose essays and reports to <u>objectively introduce and develop topics incorporating</u> evidence (<i>e.g., specific facts, examples, details, data</i>) in an organized structure and <u>maintain</u> a formal style.</p> <p><b>10.3.W.3</b> Students will elaborate on ideas by using logical reasoning and illustrative examples to connect <u>evidence(s) to claim(s)</u>.</p> <p><b>ARGUMENT - Grade Level Focus</b> <b>10.3.W.4</b> Students will introduce <u>precise claims</u> and distinguish them from alternate or opposing claims <u>and provide sufficient evidence to develop balanced arguments using credible sources</u>.</p> <p><b>10.3.W.5</b> Students will <u>use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument</u> and include a conclusion that follows logically from the information presented and supports the argument.</p> <p><b>10.3.W.6</b> Students will <u>blend all modes of writing to produce effective argumentative essays</u>.</p>

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

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres (e.g., <i>fiction, nonfiction, informational text, poetry, &amp; drama</i>) from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>11.3.R.1</b> Students will <u>analyze</u> the extent to which historical, cultural, and/or global perspectives affect authors' <b>stylistic and organizational</b> choices in grade-level literary and informational genres.</p> <p><b>11.3.R.2</b> Students will <u>evaluate texts for the significance of</u> point of view, figurative language, character development, archetypes, theme, and tone and interpret how themes are connected across texts.</p> <p><b>11.3.R.3</b> Students will <u>explain</u> how authors writing on the same issue reached different conclusions <b>because of differences in assumptions, evidence, reasoning, and viewpoints.</b></p> <p><b>11.3.R.4</b> Students will <u>evaluate the effectiveness of an author's argument, structure, and evidence.</u></p> <p><b>11.3.R.5</b> Students will comparatively analyze the structures of texts (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by inferring connections among multiple texts, <b>synthesizing ideas found in multiple texts,</b> and providing textual evidence to support their <u>conclusions.</u></p>	<p><b>12.3.R.1</b> Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' <b>stylistic and organizational</b> choices in grade-level literary and informational genres.</p> <p><b>12.3.R.2</b> Students will evaluate texts for the significance of point of view, figurative language, character development, archetypes, theme, and tone and interpret how themes are connected across texts.</p> <p> <b>12.3.R.3</b> Students will <u>evaluate</u> how authors writing on the same issue reached different conclusions <b>because of differences in assumptions, evidence, reasoning, and viewpoints.</b></p> <p><b>12.3.R.4</b> Students will evaluate the effectiveness of an author's argument, structure, and evidence.</p> <p><b>12.3.R.5</b> Students will comparatively analyze the structures of texts (e.g., <i>description, compare/contrast, sequential, problem/solution, cause/effect</i>) and content by inferring connections among multiple texts, synthesizing ideas found in multiple texts, and providing textual evidence to support their conclusions.</p> <p> <b>12.3.R.6</b> Students will <u>interpret, evaluate, and synthesize the ideas and literary elements presented within and across texts.</u></p>

	11th Grade - English III	12th Grade - English IV
<p><b>Writing</b> Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.</p>	<p><b>NARRATIVE</b> <b>11.3.W.1</b> Students write narratives embedded in other modes as appropriate.</p> <p><b>INFORMATIVE</b> <b>11.3.W.2</b> Students will compose essays and reports to objectively introduce and develop topics incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) in an organized structure and <b>maintain</b> a formal style.</p> <p><b>11.3.W.3</b> Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidence(s) to claim(s).</p> <p><b>ARGUMENT</b> <b>11.3.W.4</b> Students will (1) introduce precise, <u>informed</u> claims, (2) distinguish them from alternate or opposing claims, (3) <u>organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument</u>, and (4) <u>provide the most relevant evidence</u> to develop balanced arguments using credible sources.</p> <p><b>11.3.W.5</b> Students will use words, phrases, clauses, <u>and varied syntax</u> to connect <u>all parts of the argument and create cohesion</u> and include a conclusion that follows logically from the information presented and supports the argument.</p> <p><b>11.3.W.6</b> Students will blend all modes of writing to produce effective argumentative essays.</p>	<p><b>NARRATIVE</b> <b>12.3.W.1</b> Students write narratives embedded in other modes as appropriate.</p> <p><b>INFORMATIVE</b> <b>12.3.W.2</b> Students will compose essays and reports to objectively introduce and develop topics incorporating evidence (<i>e.g., specific facts, examples, details, data</i>) in an organized structure and <b>maintain</b> a formal style.</p> <p><b>12.3.W.3</b> Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidence(s) to claim(s).</p> <p><b>ARGUMENT</b> <b>12.3.W.4</b> Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidence to develop balanced arguments using credible sources.</p> <p><b>12.3.W.5</b> Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p> <p><b>12.3.W.6</b> Students will blend all modes of writing to produce effective argumentative essays.</p>

**Standard 4**

**Vocabulary**

*Students will expand their working vocabulary to effectively understand and communicate.*

**Standard 4: Vocabulary - Students will expand their working vocabulary to effectively understand and communicate.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading/Listening</b> </p> <p>Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.</p>	<p><b>Pk.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate to prior knowledge with guidance and support.</p> <p><b>Pk.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences with guidance and support.</p> <p><b>Pk.4.R.3</b> Students will identify and sort familiar objects into categories based on common attributes with guidance and support.</p>	<p><b>K.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary and relate to prior knowledge with guidance and support.</p> <p><b>K.4.R.2</b> Students will begin to develop an awareness of context clues through read-alouds and other text experiences with guidance and support.</p> <p><b>K.4.R.3</b> Students will identify and sort <u>pictures of</u> objects into categories based on common attributes with guidance and support.</p>	<p><b>1.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, <u>relate new words</u> to prior knowledge, <u>and apply in new situations</u>.</p> <p><b>1.4.R.2</b> Students will <u>use word parts (e.g., affixes, roots, stems)</u> to identify <u>new words</u> with guidance and support.</p> <p><b>1.4.R.3</b> <u>Students will use context clues to determine the meaning of words</u> with guidance and support.</p> <p><b>1.4.R.4</b> Students will identify and sort <u>words</u> into categories based on common attributes.</p> <p><b>1.4.R.5</b> <u>Students will use a dictionary (print and/or electronic) to find words.</u></p>
<p><b>Writing/Speaking</b></p> <p>Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>Pk.4.W.1</b> Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.</p> <p><b>Pk.4.W.2</b> Students will begin to select appropriate language according to purpose with guidance and support.</p>	<p><b>K.4.W.1</b> Students use new vocabulary to produce and expand complete sentences in shared language activities with guidance and support.</p> <p><b>K.4.W.2</b> Students will select appropriate language according to purpose with guidance and support.</p>	<p><b>1.4.W.1</b> Students will use <u>word parts,</u> and <u>domain-specific vocabulary</u> to <u>communicate ideas</u> in writing with guidance and support.</p> <p><b>1.4.W.2</b> Students will select appropriate language according to purpose in writing with guidance and support.</p>

**Standard 4: Vocabulary - Students will expand their working vocabulary to effectively understand and communicate.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.</p>	<p><b>2.4.R.1</b> Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply in new situations.</p> <p><b>2.4.R.2</b> Students will use word parts (<i>e.g., affixes, roots, stems</i>) to identify new words <u>and determine the meaning</u>.</p> <p><b>2.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p> <p><b>2.4.R.4</b> Students will identify <u>relationships among words, including synonyms, antonyms, and simple multiple-meaning words</u>.</p> <p><b>2.4.R.5</b> Students will use a dictionary <u>or glossary</u> (<i>print and/or electronic</i>) to find words.</p>	<p><b>3.4.R.1</b> Students will <u>increase knowledge of vocabulary to infer meaning of grade-level text</u>.</p> <p><b>3.4.R.2</b> Students will use word parts (<i>e.g., affixes, roots, stems</i>) to identify new words and determine the meaning.</p> <p><b>3.4.R.3</b> Students will use context clues to determine the meaning of words <u>or distinguish among multiple meaning words</u>.</p> <p><b>3.4.R.4</b> Students will identify relationships among words, including synonyms, antonyms, <u>homographs, and homonyms</u>.</p> <p><b>3.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) <u>to determine the meanings, syllabication, and pronunciation</u> of words.</p>	<p><b>4.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>4.4.R.2</b> Students will use word parts (<i>e.g., affixes, <u>Greek and Latin roots, stems</u></i>) to identify new words and determine the meaning.</p> <p><b>4.4.R.3</b> Students will use context clues to determine the meaning of words or distinguish among multiple meaning words.</p> <p><b>4.4.R.4</b> Students will identify  <u>relationships among words with multiple meanings, including synonyms, antonyms, and more complex homographs and homonyms</u>.</p> <p><b>4.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine the meanings, syllabication, and pronunciation of words.</p>
<p><b>Writing</b> Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>2.4.W.1</b> Students will use domain-specific vocabulary to communicate ideas <u>in writing</u>.</p> <p><b>2.4.W.2</b> Students will select appropriate language according to purpose <u>in writing</u>.</p>	<p><b>3.4.W.1</b> Students will use domain-specific vocabulary to communicate ideas in writing.</p> <p><b>3.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p><b>4.4.W.1</b> Students will use domain-specific vocabulary to communicate ideas in writing.</p> <p><b>4.4.W.2</b> Students will select appropriate language <u>to create a specific effect</u> according to purpose in writing.</p>

**Standard 4: Vocabulary - Students will expand their working vocabulary to effectively understand and communicate.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.</p>	<p><b>5.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>5.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify new words and determine the meaning.</p> <p><b>5.4.R.3</b> Students will use context clues to determine <u>or clarify</u> the meaning of words or distinguish among multiple meaning words.</p> <p><b>5.4.R.4</b> Students will identify the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p> <p><b>5.4.R.5</b> Students will use a dictionary, glossary, <u>or a thesaurus (print and/or electronic)</u> to determine the meanings, syllabication, pronunciation, <u>synonyms, and parts of speech</u> of words.</p>	<p><b>6.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>6.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify <u>and determine the meaning of increasingly complex words</u>.</p> <p><b>6.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>6.4.R.4</b> Students will identify the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.</p> <p><b>6.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	<p><b>7.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>7.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words.</p> <p><b>7.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>7.4.R.4</b> Students will identify the relationships among words with multiple meanings <u>and recognize the connotation and denotation of words</u>.</p> <p><b>7.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>

	5th Grade	6th Grade	7th Grade
<p><b>Writing</b> Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>5.4.W.1</b> Students will use domain-specific vocabulary to <u>clearly</u> communicate ideas in writing.</p> <p><b>5.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>6.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate ideas in writing.</p> <p><b>6.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>7.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate ideas in writing.</p> <p><b>7.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>

**Standard 4: Vocabulary - Students will expand their working vocabulary to effectively understand and communicate.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.</p>	<p><b>8.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>8.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words.</p> <p><b>8.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>8.4.R.4</b> Students will identify the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p><b>8.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p>	<p><b>9.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>9.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words <b>when the vocabulary is fairly sophisticated.</b> </p> <p><b>9.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>9.4.R.4</b> Students will <u>analyze</u> the relationships among words with multiple meanings and the connotation and denotation of words.</p> <p><b>9.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine the meanings, syllabication, pronunciation, synonyms, parts of speech, <u>and etymology of words or phrases.</u></p>	<p><b>10.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>10.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words <b>when the vocabulary is fairly sophisticated.</b></p> <p><b>10.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>10.4.R.4</b> Students will analyze the relationships among words with multiple meanings and the connotation and denotation of words.</p> <p><b>10.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p>

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Writing</b> Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>8.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate ideas in writing.</p> <p><b>8.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>9.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate <u>complex ideas</u> in writing.</p> <p><b>9.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>10.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate complex ideas in writing.</p> <p><b>10.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>

**Standard 4: Vocabulary - Students will expand their working vocabulary to effectively understand and communicate.**

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion with guidance and support.</p>	<p><b>11.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>11.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words when the vocabulary <b>is sophisticated.</b></p> <p><b>11.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>11.4.R.4</b> Students will analyze and <u>evaluate</u> the relationships among words with multiple meanings and the connotation and denotation of words.</p> <p><b>11.4.R.5</b> Students will use <u>general and specialized</u> dictionaries, thesauri, glossaries, <u>histories of language, books of quotations, and other related references</u> (<i>print and/or electronic</i>) <u>as needed.</u></p>	<p><b>12.4.R.1</b> Students will increase knowledge of vocabulary to infer meaning of grade-level text.</p> <p><b>12.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to identify and determine the meaning of increasingly complex words when the vocabulary <b>is fairly sophisticated.</b></p> <p><b>12.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple meaning words.</p> <p><b>12.4.R.4</b> Students will analyze and evaluate the relationships among words with multiple meanings and the connotation and denotation of words.</p> <p><b>12.4.R.5</b> Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (<i>print and/or electronic</i>) as needed.</p>
<p><b>Writing</b> Students will apply knowledge of vocabulary to communicate through descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>11.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate complex ideas in writing.</p> <p><b>11.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>	<p><b>12.4.W.1</b> Students will use domain-specific vocabulary to clearly communicate complex ideas in writing.</p> <p><b>12.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>

**Standard 5**

**Language**

*Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.*

**Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading/Listening</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>PK.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading with guidance and support.</p> <p><b>PK.5.R.2</b> Students will identify concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support.</p> <p><b>PK.5.R.3</b> Students will identify words as actions (<i>i.e., verbs</i>) with guidance and support.</p> <p><b>PK.5.R.4</b> Students will group pictures and movement, and identify spatial and time relationships such as up, down, before, and after with guidance and support.</p>	<p><b>K.5.R.1</b> Students will begin to understand the function of grammar through exposure to conversations, read-alouds, and interactive reading with guidance and support.</p> <p><b>K.5.R.2</b> Students will identify concrete objects as persons, places or things (<i>i.e., nouns</i>) with guidance and support.</p> <p><b>K.5.R.3</b> Students will identify words as actions (<i>i.e., verbs</i>) with guidance and support.</p> <p><b>K.5.R.4</b> Students will group pictures and movement, and identify spatial and time relationships such as up, down, before, and after with guidance and support.</p>	<p><b>1.5.R.1</b> Students will <u>identify nouns as concrete objects (<i>i.e., persons, places and things</i>)</u> and identify the pronoun “<i>I</i>” with guidance and support.</p> <p><b>1.5.R.2</b> Students will identify <u>verbs as actions</u> with guidance and support.</p> <p><b>1.5.R.3</b> Students will identify <u>color and number adjectives</u> with guidance and support.</p> <p><b>1.5.R.4</b> Students will <u>identify the position of objects (<i>e.g., The dog is on top of the doghouse</i>)</u> through pictures and movement.</p>

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Writing/Speaking</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><i>These standards begin in Kindergarten.</i></p>	<p><b>K.5.W.1</b> Students will capitalize, with guidance and support:</p> <ul style="list-style-type: none"> <li>• their first name and</li> <li>• the pronoun “I.”</li> </ul> <p><b>K.5.W.2</b> Students will begin to compose simple sentences that begin with a capital letter and end with a period or question mark with guidance and support. </p> <p><b>K.5.W.3</b> Students will compose simple sentences with guidance and support.</p>	<p><b>1.5.W.1</b> Students will capitalize:</p> <ul style="list-style-type: none"> <li>• <u>the first letter of a sentence,</u></li> <li>• the pronoun “I,”</li> <li>• <u>proper nouns, and</u></li> <li>• <u>months and days of the week.</u></li> </ul> <p><b>1.5.W.2</b> Students will compose  <u>grammatically correct sentences and questions with appropriate end marks.</u></p> <p></p> <p><b>1.5.W.3</b> Students will compose simple sentences <u>and questions.</u></p>

**Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.**

	2nd Grade 	3rd Grade	4th Grade
<p><b>Reading</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>2.5.R.1</b> Students will <b>identify</b> nouns, pronouns, and irregular plural nouns.</p> <p><b>2.5.R.2</b> Students will <b>identify</b> <u>different types and tenses of verbs</u>.</p> <p><b>2.5.R.3</b> Students will <b>identify</b> adjectives.</p> <p><b>2.5.R.4</b> Students will <b>identify</b> <u>prepositions</u>.</p> <p><b>2.5.R.5</b> Students will <b>identify</b> the <u>subject and predicate of a sentence</u>.</p>	<p><b>3.5.R.1</b> Students will identify pronouns and <u>possessive nouns</u>.</p> <p><b>3.5.R.2</b> Students will identify <u>irregular and past participle verbs and use verb tense to identify setting, times and sequences in text</u>.</p> <p><b>3.5.R.3</b> Students will identify adjectives, <u>articles as adjectives and adverbs</u>. </p> <p><b>3.5.R.4</b> Students will identify prepositions <u>and conjunctions</u>.</p> <p><b>3.5.R.5</b> Students will identify the subject and verb agreement, <b>and</b> <u>correct as necessary</u>. </p>	<p><b>4.5.R.1</b> Students will identify pronouns and <u>irregular possessive nouns</u>.</p> <p><b>4.5.R.2</b> Students will identify <u>present perfect verbs</u> and use verb tense to identify setting, times, sequences and <u>conditions</u> in text.</p> <p><b>4.5.R.3</b> Students will identify <u>comparative and superlative adjectives</u> and adverbs.</p> <p><b>4.5.R.4</b> Students will identify <u>prepositional phrases</u> and conjunctions.</p> <p><b>4.5.R.5</b> Students will identify the subject and verb agreement, <b>and</b> <u>correct as necessary</u>. </p>

	2nd Grade	3rd Grade	4th Grade
<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>2.5.W.1</b> Students will capitalize <u>and</u> appropriately punctuate:</p> <ul style="list-style-type: none"> <li>• the first letter of sentences <u>and</u> quotations,</li> <li>• <u>dates</u>,</li> <li>• <u>titles of respect</u>,</li> <li>• <u>initials</u>,</li> <li>• <u>proper names</u>,</li> <li>• <u>titles</u>, and</li> <li>• months and days of the week.</li> </ul> <p><b>2.5.W.2</b> Students will <u>spell</u> simple contractions (<i>e.g., isn't, aren't, can't</i>).</p> <p><b>2.5.W.3</b> Students will compose  <u>grammatically correct sentences</u> and questions <u>with appropriate end marks</u>.</p>	<p><b>3.5.W.1</b> Students will capitalize and appropriately punctuate:</p> <ul style="list-style-type: none"> <li>• the first letters of sentences and quotations,</li> <li>• dates,</li> <li>• titles of respect,</li> <li>• proper names,</li> <li>• <u>book titles</u>,</li> <li>• <u>dates</u>, and</li> <li>• <u>geographical names</u>.</li> </ul> <p><b>3.5.W.2</b> Students will <u>spell</u> complex contractions (<i>e.g., should've, won't</i>).</p> <p><b>3.5.W.3</b> Students will compose <u>and</u> <u>expand</u> grammatically correct sentences and questions with appropriate <u>commas</u>, <u>end marks</u>,  <u>apostrophes</u>, and <u>quotation marks as needed for dialogue</u> <u>while composing texts</u>. </p> <p><b>3.5.W.4</b> Students will compose simple, compound, and complex sentences and questions.</p>	<p><b>4.5.W.1</b> Students will capitalize <u>familial relations</u>, <u>proper adjectives</u>, and <u>conventions of letter writing</u>. </p> <p><b>4.5.W.2</b> Students will <u>compose and</u> <u>expand</u> grammatically correct sentences and questions with <u>appropriate commas</u>, <u>end marks</u>, <u>apostrophes</u>, and <u>quotation marks as needed for dialogue</u>.</p> <p><b>4.5.W.3</b> Students will compose <u>simple</u>, <u>compound</u>, and <u>complex</u> sentences and questions, <u>create sentences with an understood subject</u>, and <u>correct fragments and run-on sentences</u>.</p> <p><b>4.5.W.4</b> Students will <u>write declarative</u>, <u>interrogative</u>, <u>imperative</u>, and <u>exclamatory sentences</u>.</p>

**Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>5.5.R.1</b> Students will identify pronouns and irregular possessive nouns.</p> <p><b>5.5.R.2</b> Students will use <u>conjunctions, prepositions, and interjections.</u></p> <p><b>5.5.R.3</b> Students will use verb tense to identify <u>various times, sequences, states,</u> and conditions in text.</p> <p><b>5.5.R.4</b> Students will identify the subject and verb agreement, <u>and correct as necessary.</u></p>	<p><b>6.5.R.1</b> Students will identify pronouns and irregular possessive nouns.</p> <p><b>6.5.R.2</b> Students will <u>recognize simple and compound sentences to signal differing relationships among ideas.</u></p> <p><b>6.5.R.3</b> Students will use verb tense to identify various times, sequences, states, and conditions in text.</p> <p><b>6.5.R.4</b> Students will identify the subject and verb agreement, <u>and correct as necessary.</u></p>	<p><b>7.5.R.1</b> Students will <u>recognize the correct use of prepositional phrases and dependent clauses.</u></p> <p><b>7.5.R.2</b> Students will recognize simple, compound, <u>complex, and compound-complex</u> sentences to signal differing relationships among ideas.</p> <p><b>7.5.R.3</b> Students will <u>recognize and correct misplaced and dangling modifiers.</u></p> <p><b>7.5.R.4</b> Students will identify the subject and verb agreement, <u>and correct as necessary.</u></p>

	5th Grade	6th Grade	7th Grade
<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>5.5.W.1</b> Students will <u>write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.</u></p> <p><b>5.5.W.2</b> Students will compose <u>simple, compound, and complex sentences</u> and questions, <u>create sentences with an understood subject, and correct fragments and run-on sentences.</u></p> <p><b>5.5.W.3</b> Students will <u>use the eight parts of speech in writing with focus on nouns and verbs.</u></p> <p><b>5.5.W.4</b> Students will form and use the present and <u>past verb tenses.</u></p> <p><b>5.5.W.5</b> Students will form and use <u>verb tense to convey various times, sequences, states, and conditions.</u></p> <p><b>5.5.W.6</b> Students will recognize and <u>correct inappropriate shifts in verb tense.</u></p>	<p><b>6.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, <u>colons, and semi-colons.</u></p> <p><b>6.5.W.2</b> Students will compose simple, compound, and complex sentences and questions <u>to signal differing relationships among ideas.</u></p> <p><b>6.5.W.3</b> Students will use the eight parts of speech in writing with focus on <u>pronouns.</u></p> <p><b>6.5.W.4</b> Students will form and use <u>pronouns in the proper case (e.g., subjective, objective, possessive).</u></p> <p><b>6.5.W.5</b> Students will <u>use intensive and reflexive pronouns.</u></p> <p><b>6.5.W.6</b> Students will recognize and correct inappropriate shifts in <u>pronoun number and person.</u></p> <p><b>6.5.W.7</b> Students will recognize and <u>correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</u></p>	<p><b>7.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p> <p><b>7.5.W.2</b> Students will compose simple, compound, complex, and <u>compound-complex</u> sentences and questions to signal differing relationships among ideas.</p> <p><b>7.5.W.3</b> Students will use <u>prepositional phrases and clauses (e.g., dependent and independent)</u> in writing.</p>

**Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>8.5.R.1</b> Students will recognize the use of <u>verbals (e.g., gerunds, participles, infinitives)</u> and clauses.</p> <p><b>8.5.R.2</b> Students will recognize the use of <u>active and passive voice</u>.</p> <p><b>8.5.R.3</b> Students will recognize and correct <u>inappropriate shifts in verb tense</u>.</p> <p><b>8.5.R.4</b> Students will identify the subject and verb agreement, and correct as necessary.</p>	<p><b>9.5.R.1</b> Students will <u>select parallel structures, various types of phrases and clauses to convey specific meanings</u>.</p> <p><b>9.5.R.2</b> Students will <u>recognize of active and passive voice</u>.</p> <p><b>9.5.R.3</b> Students will recognize and correct inappropriate shifts in verb tense.</p> <p><b>9.5.R.4</b> Students will identify the subject and verb agreement, and correct as necessary.</p>	<p><b>10.5.R</b> Students will <u>select parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and or rhetorical styles</u>.</p>

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>8.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p> <p><b>8.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.</p> <p><b>8.5.W.3</b> Students will use <u>verbals (e.g., gerunds, participles, infinitives)</u> in writing.</p> <p><b>8.5.W.4</b> Students will form and use <u>verbs in the active and passive voice.</u></p> <p><b>8.5.W.5</b> Students will form and use <u>verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</u></p>	<p><b>9.5.W.1</b> Students will write using correct mechanics with a focus on <u>punctuation marks as needed.</u></p> <p><b>9.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.</p> <p><b>9.5.W.3</b> Students will use <u>parallel structure.</u></p> <p><b>9.5.W.4</b> Students will <u>identify and use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</u></p>	<p><b>10.5.W.1</b> Students will write using correct mechanics.</p> <p><b>10.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions, <u>including the use of phrases and clauses,</u> to signal differing relationships among ideas.</p> <p><b>10.5.W.3</b> Students will <u>practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</u></p>

**Standard 5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing. As students progress through the grade levels and expectations increase, all the components of previous grade levels should be included depending on the level of student mastery.**

	11th Grade - English III 	12th Grade - English IV
<p><b>Reading</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>11.5.R</b> Students will <b>practice</b> their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>	<p><b>12.5.R</b> Students will <b>apply</b> their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and manipulate style.</p>
<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>11.5.W.1</b> Students will write using correct mechanics.</p> <p><b>11.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas. </p> <p><b>11.5.W.3</b> Students will <b>practice</b> their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>	<p><b>12.5.W.1</b> Students will write using correct mechanics</p> <p><b>12.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.</p> <p><b>12.5.W.3</b> Students will <b>demonstrate</b> command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>

**Standard 6**

**Research**

*Students will engage in inquiry to acquire, refine, and share knowledge.*

**Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>PK.6.R</b> Students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest with guidance and support.</p>	<p><b>K.6.R.1</b> Students will <u>identify relevant</u> pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.</p> <p><b>K.6.R.2</b> Students will <u>identify graphic features to understand a text including photos, illustrations, and titles to understand a text.</u></p>	<p><b>1.6.R.1</b> Students will <u>decide who can answer questions about their topic or what resources they will need to find the information.</u></p> <p><b>1.6.R.2</b> Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text. </p> <p><b>1.6.R.3</b> Students will <u>consult various visual and text reference sources to gather information.</u></p>
<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p><b>PK.6.W</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p>	<p><b>K.6.W.1</b> Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with guidance and support.</p> <p><b>K.6.W.2</b> Students will <u>talk about information learned in print.</u></p>	<p><b>1.6.W.1</b> Students will generate <u>questions about topics of interest.</u></p> <p><b>1.6.W.2</b> Students will <u>organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</u></p> <p><b>1.6.W.3</b> Students will <u>make informal presentations of information gathered.</u></p>

**Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>2.6.R.1</b> Students will <u>create their own questions</u> to find information on their topic.</p> <p><b>2.6.R.2</b> Students will <u>use graphic features</u> including photos, illustrations, titles, labels, headings, <u>subheadings</u>, charts, and graphs to understand a text.</p> <p><b>2.6.R.3</b> Students will <u>identify the location and purpose of various visual and text reference sources.</u> </p>	<p><b>3.6.R.1</b> Students will <u>use their own questions</u> to find information on their topic.</p> <p><b>3.6.R.2</b> Students will use graphic features including photos, illustrations, <u>captions</u>, titles, labels, headings, subheadings, <u>italics</u>, <u>sidebars</u>, charts, graphs, and <u>legends</u> to <u>define</u> a text.</p> <p><b>3.6.R.3</b> Students will <u>locate information in</u> visual and text reference sources, electronic resources, and/or interviews.</p> <p><b>3.6.R.4</b> Students will <u>determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</u></p>	<p><b>4.6.R.1</b> Students will use their <u>own viable research questions</u> to find information about a <u>specific</u> topic.</p> <p><b>4.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to <u>interpret</u> a text.</p> <p><b>4.6.R.3</b> Students will <u>determine the relevance and reliability of the information gathered.</u></p>
<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p><b>2.6.W.1</b> Students will generate a <u>list of topics of interest and individual questions about one specific topic</u> of interest.</p> <p><b>2.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids. </p> <p><b>2.6.W.3</b> Students will <u>organize and present their information in written and/or oral reports or display.</u></p>	<p><b>3.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p> <p><b>3.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.</p> <p><b>3.6.W.3</b> Students will <u>summarize and present information in a report.</u></p>	<p><b>4.6.W.1</b> Students will generate a <u>viable research question</u> about a specific topic.</p> <p><b>4.6.W.2</b> Students will organize information found during research, <u>following a modified citation style (e.g., author, title, publication date) with guidance and support.</u></p> <p><b>4.6.W.3</b> Students will summarize and present information in a report.</p>

**Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>5.6.R.1</b> Students will use their own viable research questions to find information about a specific topic.</p> <p><b>5.6.R.2</b> Students will <u>record and organize information from various print and/or digital sources</u>.</p> <p><b>5.6.R.3</b> Students will determine the relevance and reliability of the information gathered. </p>	<p><b>6.6.R.1</b> Students will use their own viable research questions to find information about a specific topic.</p> <p><b>6.6.R.2</b> Students will record and organize information from various <u>primary and secondary sources (e.g., print and digital)</u>.</p> <p><b>6.6.R.3</b> Students will determine the relevance, reliability, <u>and validity</u> of the information gathered.</p>	<p><b>7.6.R.1</b> Students will use their own viable research questions <u>and thesis statements</u> to find information about a specific topic.</p> <p><b>7.6.R.2</b> Students will <u>follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital)</u>.</p> <p><b>7.6.R.3</b> Students will determine the relevance, reliability, and validity of the information gathered.</p>
<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p><b>5.6.W.1</b> Students will <b>formulate</b> a viable research question from findings.</p> <p><b>5.6.W.2</b> Students will organize information found during research, following a modified citation style (e.g., <i>author, title, publication date</i>) with guidance and support.</p> <p><b>5.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>6.6.W.1</b> Students will <u>refine and formulate</u> a viable research question <u>and/or topic from initial findings</u>.</p> <p><b>6.6.W.2</b> Students will organize information found during research, <u>following a citation style (e.g., MLA, APA, etc.)</u> with guidance and support.</p> <p><b>6.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>7.6.W.1</b> Students will refine and formulate a viable research question <u>and report findings clearly and concisely, using a thesis statement</u>.</p> <p><b>7.6.W.2</b> Students will <u>quote, paraphrase, and summarize</u> following an appropriate citation style (e.g., <i>MLA, APA, etc.</i>) <u>and avoiding plagiarism</u>.</p> <p><b>7.6.W.3</b> Students will summarize and present information in a report.</p>

**Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>8.6.R.1</b> Students will use their own viable research questions and <u>well-developed</u> thesis statements to find information about a specific topic.</p> <p><b>8.6.R.2</b> Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., <i>print and digital</i>).</p> <p><b>8.6.R.3</b> Students will determine the relevance, reliability, and validity of the information gathered.</p>	<p><b>9.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>9.6.R.2</b> Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., <i>print and digital</i>).</p> <p><b>9.6.R.3</b> Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p><b>10.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>10.6.R.2</b> Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., <i>print and digital</i>), following ethical and legal citation guidelines</p> <p><b>10.6.R.3</b> Students will evaluate the relevance, reliability, and validity of the information gathered.</p>
<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p><b>8.6.W.1</b> Students will refine and formulate a viable research question and report findings clearly and concisely, using a <u>well-developed</u> thesis statement.</p> <p><b>8.6.W.2</b> Students will quote, paraphrase, and <b>summarize following</b> an appropriate citation style (e.g., <i>MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>8.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>9.6.W.1</b> Students will refine and formulate and <b>integrate findings from multiple sources</b> clearly using a well-developed thesis statement.</p> <p><b>9.6.W.2</b> Students will quote, paraphrase, and <b>summarize following</b> an appropriate citation style (e.g., <i>MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>9.6.W.3</b> Students will summarize and present information in a report.</p>	<p><b>10.6.W.1</b> Students will refine and formulate and integrate findings from multiple sources clearly using a well-developed thesis statement.</p> <p><b>10.6.W.2</b> Students will integrate into their own writing <b>quotes, paraphrases, and summaries</b> following an appropriate citation style (e.g., <i>MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>10.6.W.3</b> Students will <b>synthesize</b> and present information in a report.</p>

**Standard 6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.**

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>11.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>11.6.R.2</b> Students will synthesize the most relevant information from a variety of primary and secondary sources (<i>e.g., print and digital</i>), following ethical and legal citation guidelines</p> <p><b>11.6.R.3</b> Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p><b>12.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>12.6.R.2</b> Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.</p> <p><b>12.6.R.3</b> Students will evaluate the relevance, reliability, and validity of the information gathered.</p>
<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.</p>	<p><b>11.6.W.1</b> Students will integrate findings from multiple sources using a well-developed thesis statement.</p> <p><b>11.6.W.2</b> Students will integrate into their own writing quotes, paraphrases, and summaries following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>11.6.W.3</b> Students will synthesize and present information in a report.</p>	<p><b>12.6.W.1</b> Students will integrate findings from multiple sources using a well-developed thesis statement.</p> <p><b>12.6.W.2</b> Students will integrate into their own writing quotes, paraphrases, and summaries, following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) while avoiding plagiarism.</p> <p><b>12.6.W.3</b> Students will synthesize and present information in a report.</p>

**Standard 7**

**Multimodal Literacies**

*Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.*

**Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>PK.7.R</b> Students will become familiar with appropriate formats of print and digital text with guidance and support.</p>	<p><b>K.7.R.1</b> Students will become familiar with appropriate formats of print and digital text with guidance and support.</p> <p><b>K.7.R.2</b> Students will explore how ideas and topics are depicted in a variety of media and formats.</p>	<p><b>1.7.R.1</b> Students will <u>use provided</u> print and digital <u>resources</u> with guidance and support.</p> <p><b>1.7.R.2</b> Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p>
<p><b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>PK.7.W</b> Students will use appropriate technology to communicate with others with guidance and support.</p>	<p><b>K.7.W.1</b> Students will use appropriate technology to communicate with others with guidance and support.</p> <p><b>K.7.W.2</b> Students will use appropriate props, images, or illustrations to support verbal communication.</p>	<p><b>1.7.W.1</b> Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>1.7.W.2</b> Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>

**Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>2.7.R.1</b> Students will <u>locate and use</u> print and digital resources with guidance and support.</p> <p><b>2.7.R.2</b> Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p><b>3.7.R.1</b> Students will locate, <u>organize</u>, and use <u>information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.</u></p> <p><b>3.7.R.2</b> Students will compare how ideas and topics are depicted in a variety of media and formats</p>	<p><b>4.7.R.1</b> Students will locate, organize, and <u>analyze</u> information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal <u>and interpretive questions to create new understandings.</u></p> <p><b>4.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats</p>
<p><b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>2.7.W.1</b> Students will select and use appropriate technology or media to communicate with others with guidance and support.</p> <p><b>2.7.W.2</b> Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings</p>	<p><b>3.7.W.1</b> Students will create multimodal content that communicates an idea using technology or appropriate media.</p> <p><b>3.7.W.2</b> Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p><b>4.7.W.1</b> Students will create multimodal content that effectively communicates an idea using technology or appropriate media.</p> <p><b>4.7.W.2</b> Students will create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>

**Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>5.7.R.1</b> Students will <u>identify</u> and analyze the <u>characteristics and effectiveness</u> of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.</p> <p><b>5.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p><b>6.7.R.1</b> Students will <u>compare and contrast</u> the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, <u>and applied questions</u> to create new understandings.</p> <p><b>6.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.</p>	<p><b>7.7.R.1</b> Students will compare and contrast the effectiveness of <u>techniques used</u> in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal, interpretive, and applied questions to create new understandings.</p> <p><b>7.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.</p>
<p><b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>5.7.W.1</b> Students will create multimodal content that effectively communicates an idea using technology and appropriate media.</p> <p><b>5.7.W.2</b> Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	<p><b>6.7.W.1</b> Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.</p> <p><b>6.7.W.2</b> Students will utilize multimedia to enrich presentations.</p>	<p><b>7.7.W.1</b> Students will select, organize, or produce multimodal content to complement and extend meaning for a selected topic.</p> <p><b>7.7.W.2</b> Students will utilize multimedia to clarify information and strengthen claims or evidence.</p>

**Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>8.7.R.1</b> Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.</p> <p><b>8.7.R.2</b> Students will analyze the impact of selected media and formats on meaning.</p>	<p><b>9.7.R.1</b> Students will determine the intended purposes of techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.</p> <p><b>9.7.R.2</b> Students will determine how context influences the mode of communication used by the presenter in a given situation.</p>	<p><b>10.7.R.1</b> Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.</p> <p><b>10.7.R.2</b> Students will analyze how context influences the mode of communication used by the presenter in a given situation.</p>
<p><b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>8.7.W.1</b> Students will select, organize, or produce multimodal content that encompasses different points of view.</p> <p><b>8.7.W.2</b> Students will utilize multimedia to clarify information and emphasize salient points.</p>	<p><b>9.7.W.1</b> Students will create a variety of multimodal content to engage specific audiences.</p> <p><b>9.7.W.2</b> Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p><b>10.7.W.1</b> Students will critique the sources of multimodal content.</p> <p><b>10.7.W.2</b> Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>

**Standard 7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.**

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>11.7.R.1</b> Students will analyze and evaluate the <u>various techniques used to construct arguments</u> in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings.</p> <p><b>11.7.R.2</b> Students will analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</p>	<p><b>12.7.R.1</b> Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts <u>in order to draw conclusions and defend arguments</u>.</p> <p><b>12.7.R.2</b> Students will analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.</p>
<p><b>Writing</b> Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>11.7.W.1</b> Students will design and develop multimodal content for a variety of purposes.</p> <p><b>11.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>	<p><b>12.7.W.1</b> Students will create multimodal content to communicate knowledge and defend arguments.</p> <p><b>12.7.W.2</b> Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.</p>

**Standard 8**

**Independent Reading and Writing**

*Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.*

**Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.**

	Pre-Kindergarten	Kindergarten	1st Grade
<p><b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p> <p><b>As students develop as readers, their texts should become more complex.</b></p>	<p><b>PK.8.R</b> Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.</p>	<p><b>K.8.R</b> Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.</p>	<p><b>1.8.R</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>
<p><b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p> <p><b>As students develop as writers, their texts should become more complex.</b></p>	<p><b>PK.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p><b>K.8.W</b> Students will express their ideas through a combination of drawing and emergent writing with guidance and support.</p>	<p><b>1.8.W</b> Students will write independently for extended periods of time through a combination of emergent and conventional writing with guidance and support.</p>

**Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.**

	2nd Grade	3rd Grade	4th Grade
<p><b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p> <p><b>As students develop as readers, their texts should become more complex.</b></p>	<p><b>2.8.R</b> Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p><b>3.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>4.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>
<p><b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p> <p><b>As students develop as writers, their texts should become more complex.</b></p>	<p><b>2.8.W</b> Students will write independently for extended periods of time.</p>	<p><b>3.8.W</b> Students will write independently for extended periods of time to communicate with different audiences for a variety of purposes.</p>	<p><b>4.8.W</b> Students will write independently for extended periods of time to communicate with different audiences for a variety of purposes.</p>

**Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.**

	5th Grade	6th Grade	7th Grade
<p><b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p> <p><b>As students develop as readers, their texts should become more complex.</b></p>	<p><b>5.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>6.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>7.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>
<p><b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p> <p><b>As students develop as writers, their texts should become more complex.</b></p>	<p><b>5.8.W</b> Students will write independently for extended periods of time to communicate with different audiences for a variety of purposes.</p>	<p><b>6.8.W</b> Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and explain how concepts relate to one another.</p>	<p><b>7.8.W</b> Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and discover different perspectives.</p>

**Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.**

	8th Grade	9th Grade - English I	10th Grade - English II
<p><b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p> <p><b>As students develop as readers, their texts should become more complex.</b></p>	<p><b>8.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>9.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>10.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>
<p><b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p> <p><b>As students develop as writers, their texts should become more complex.</b></p>	<p><b>8.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and analyze different perspectives.</p>	<p><b>9.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw appropriate conclusions.</p>	<p><b>10.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</p>

**Standard 8: Independent Reading and Writing - Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time. Students will integrate the other standards when reading and writing.**

	11th Grade - English III	12th Grade - English IV
<p><b>Reading</b> Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p> <p><b>As students develop as readers, their texts should become more complex.</b></p>	<p><b>11.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p><b>12.8.R</b> Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>
<p><b>Writing</b> Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p> <p><b>As students develop as writers, their texts should become more complex.</b></p>	<p><b>11.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p>	<p><b>12.8.W</b> Students will write independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.</p>

# English Language Arts

## *Glossary of Terms*

# Glossary of Terms: OKLAHOMA ENGLISH LANGUAGE ARTS

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## A



**Abbreviation** - a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, lb. for pound.

**Active listening** – the active pursuit of what another person is saying and feeling, including what the sender is feeling and what the message means.

**Affix** – a morpheme or meaningful part of a word tched before or after a root to modify its meaning. Principal kinds of affixes are prefixes  and suffixes. The prefix un- is an affix **which added** to balanced, makes unbalanced. The suffix -ed is an affix which, added to **wish makes** wished.

**Alliteration** - the repetition of the initial phoneme of each word in connected text (e.g., Harry the happy hippo hula-hoops with Henrietta).

**Allusion** - a brief and indirect reference to a person, place, thing or idea of historical, cultural, literary or political significance.



**Analogy** - **comparisons** of the similar aspects of two different things.

**Annotation** - a critical or explanatory note or body of notes added to a text.

**Antagonist** – the adversary of the hero or protagonist of a drama or other literary work.



**Antonym** - words which have opposite meanings (e.g., hot and cold).

**Appropriate technology** - technology that students can use independently or with minimal scaffolding.



**Archetype** - a descriptive **detail,** plot pattern, character type, or theme that recurs in many different cultures.

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**Argument** - the argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

**Argumentation** - writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.



**Audience** - writer's targeted reader or readers. **Author's craft:** Specific techniques that an author chooses to relay an intended message.

**Automaticity** - reading without conscious effort or attention to decoding.

## B

**Base** – a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.



**Blending** - the task of combining sounds rapidly, to accurately represent the word.

## C

**Cause & effect** - text structure that notes a relationship in which an event or events (the cause) makes another event or action happen (effect).



**Citing sources** - following guidelines for indicating from where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association)

**Claim** - an assertion of the truth of something.

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**Close reading** - a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text; **1. Code Breaker:** understanding the text at the surface level (i.e., alphabetic, structural) **2. Meaning maker:** comprehending the text at the level intended by the author **3. Text user:** analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written **4. Text critic:** understanding that the text is not neutral and that existing biases inform calls to action.



**Closed syllable**- a written syllable containing a single vowel letter that ends in one or more consonants; the vowel sound is short

**Coherence** - continuity of meaning that enables others to make sense of a text.



**Collaborative discussions** - these discussions provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

**Compare** – the process of finding similarities between two or more texts or text elements.

**Comparison** - text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

**Compound word** – a word made by putting two or more words together (e.g., cowboy).

**Comprehension** - understanding what one is reading, the ultimate goal of all reading activity.

**Conflict** - struggle or clash between opposing characters, forces, or emotions.

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 **Connotation** - **refers to** a meaning that is implied by a word apart from the thing which it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

**Consonant blend** - two or more consecutive consonants  **which** retain their individual sounds (e.g., /bl/ in block; /str/ in string).

**Consonant digraph** – two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/).

**Consonant trigraph** - a combination of three letters used to represent a single speech sound or phoneme. 

 **Content-specific** - **vocabulary that includes** technical words related to specific academic disciplines

**Context** - the parts of a written or spoken  **statement** that precede or follow a specific word or passage, usually influencing its meaning or effect.

**Context clue** - the information from the  **immediate** textual setting that helps identify a word or word group.

**Contraction** – a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g., cannot = can't).

**Conventional writing** -  **involves** expressing thoughts and ideas with agreed upon symbols, like the alphabet.

**Counterclaim** - a claim made to rebut a previous claim.

## D

**Declarative sentence** - the kind of sentence that makes a statement or “declares” something.

 **Decode** – **the ability to** translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

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**Denotation** - the literal or dictionary meanings of a word.

**Description** - text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.



**Detail** - **fact** revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author's main point.



**Diction** - the **choice** of words by a speaker or a writer.

**Digital media** - media created, viewed, distributed, modified and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, data bases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

**Domain-specific vocabulary** - relatively low-frequency, content-specific words that appear in textbooks and other instructional materials.

## E



**Edit** - **editing typically means that you go over your writing to make sure that you do not have** any grammatical errors or strange phrases that make it difficult for **your** readers to understand **what you are trying to say.**



**Emergent writing** - **emergent writing** "means that children begin to understand that writing is a form of communication and their marks on paper convey a message" (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.



**Ethical and legal guidelines for research** - **using primary and secondary sources for research requires correctly citing print and digital** texts. In addition, copying and pasting texts, purchasing essays online, using another author's work, or violating copyright laws are unethical and could result in legal action.



**Exclamatory sentence** - **an exclamatory sentence is** a type of sentence that expresses strong feelings by making an exclamation.

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## F

**Fiction** - imaginative literary works representing invented rather than actual persons, places, and events. 

**Figurative language**- writing or speech not meant to be taken literally. Writers use figurative language to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom. 

**Flashback** - scene that interrupts the action of a work to show a previous event

**Fluency** – ability to read text quickly, accurately, and with proper expression. Fluency provides a bridge between word recognition and comprehension. 

**Foreshadowing** - use of hints or clues in a narrative to suggest future action.

## G

**Generalize** – to make general or broad statements by inferring from text details.

**Genre** – a category used to classify literary and other works, usually by form, technique, or content. The novel, the short story, and the lyric poems are all genres. 

**Grammar** - coherent text structure on which readers rely as they seek to understand what they read; often referred to as story grammar. 

**Grapheme** – a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., e, ei, igh, eigh).

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**Graphic features** - pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

## H

**High frequency Irregular words** - words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g., were, was, laugh, been).

**High frequency words** – a small group of  words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.

**Homographs** - words  which are spelled alike but have different sounds and meanings (e.g., bow  and arrow vs. bow of a ship).

**Homonyms** - words  which sound the same but have different spellings and meanings (e.g., bear, bare).

**Hyperbole** - obvious and deliberate exaggeration; an extravagant statement.

## I

**Idiom** - an expression that does not mean what it literally says (e.g., to have the upper hand has nothing to do with the hands). 

**Imagery** - multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings,  and ideas descriptively by appealing to the senses.

**Imperative sentence** -  imperative sentence is a sentence that gives a command, makes a request, or  express a wish.

**Indent** - to set in or back from the margin, as the first line of a paragraph.

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**Independent reading levels** – the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

**Inference** - act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

**Inferring** - making a reasonable assumption about meaning that is not explicitly stated in the text.

**Inflectional endings** - in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs. **A major difference between inflectional and derivational morphemes is that inflections** added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

**Informational** - non-fiction books; also referred to as expository text, that contain facts and information.

**Interactive texts** - multimodal texts in which readers may determine the order and duration of reading. Interactive texts, **for example,** may include hyperlinks to other **pages, to images,** along with embedded videos and audio.

**Interrogative sentence** - the kind of sentence that asks a question and uses a question mark.

**Irony** - the use of words to express something other than and especially the opposite of the literal meaning.

## L

**Legend** - inscription or title on an object (e.g., a key to symbols used on a map).

**Letter-sound correspondences** - the matching of an oral sound to its corresponding letter or group of letters.

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 **Leveled texts** – text that is organized  **in levels** of  **difficulty from** the easy books that an emergent reader might begin to the longer,  **complex** books that advanced readers will select.

**Lexile** - a quantitative measure of text complexity and individual reading level that  **when considered together** can be used to predict how well a reader will likely comprehend a text.

**Literal** – information directly from the text (e.g., on the line).

**Literary nonfiction** - text that conveys factual information.  The text may or may not employ a narrative structure and characteristics such as dialogue.

## M

**Main idea** – the central thought or  **message** of a reading passage.

**Meaning vocabulary** - application of one's understanding of word meanings to passage comprehension.

**Memoir** - type of autobiography that usually focuses on a single time period or historical event.

**Metaphor** - a direct comparison of two unlike things.

 **Modes** – major types of writing. (Narrative, Opinion, Informational, Argumentation)

**Modified citation style** - using author, title and publication date of sources to document research. This special style is used only at the 5th grade level to ease students into more stringent citation styles which are used in later grades.

**Mood** - atmosphere or predominant emotion in a literary work.

**Morpheme**-the smallest meaningful unit of the language

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**Morphology** - morphology is the study of how the aspects of language structure are related to the ways words are formed from prefixes, roots, and suffixes (e.g., mis-spell-ing), and how words are related to each other.

**Multimodal** - multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts—every piece of communication that a human composes—use more than one mode. Thus, all writing is multimodal.” “All Writing is Multimodal,” Cheryl Ball and Colin Charlton, in *Naming What We Know: Threshold Concepts of Writing Studies*, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

**Multimodal content** - content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

**Multimodal literacy** - “the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce.” NCTE Position Statement on Multimodal Literacies.

**Multisyllabic** - these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

## N



**Narrative writing** - when writing a narrative, one might think of it as telling a story. These are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.



**Nonfiction** - information is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

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**Nonverbal cues** - a key aspect of speaking, **nonverbal cues help to prove claims and provide evidence by using** intonation, pauses, facial expressions, eye contact, gestures and body language. Listeners should study these cues to determine a speaker's message, argument, and credibility.



**Nonverbal texts** - In place of words, nonverbal texts may include images, gestures, and movement.

## O

**Onomatopoeia** - use of words that mimic the sounds they describe; imitative harmony.



**Onset** – all of the sounds in a word that comes **s** before the first vowel.

**Opinion writing** – writing that clearly states a view or judgment about a topic **s** supported by example **s** offering reasons for assertions and/or explaining cause and effect.

## P

**Parallel structure** - repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

**Paraphrase** – to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

**Personification** **s** animals, ideas, and things are given human qualities.

**Persuasion** - form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

**Phoneme** – a speech sound that combines with others in a language system to make words

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**Phonemic awareness** – the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

**Phonics** – the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondences are the rules and patterns by which letters and letter combinations represent speech sounds.

**Phonological awareness** – one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language. This is an “umbrella” term that is used to refer to a student’s sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.

**Picture walk** – a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

**Plagiarism** -  **to use** another person or source’s words or ideas without giving credit. 

**Plot** - sequence of events or actions in a short story, novel,  narrative poem.

**Point of view** - the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

**Prefix** – a morpheme that precedes a root and that contributes to or modifies the meaning of a word as “re” in reprint. 

**Pre-reading strategies** – strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

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**Primary source** - firsthand account **about** a time period written or created during that time period (Examples: *Diary of Anne Frank*, Dorothea Lange's photographs, newspaper article about Hurricane Katrina)

**Print concepts** – the ability of a child to know and recognize the ways in which print “works” for the purposes of reading, particularly with regard to books.

**Prior knowledge** - refers to schema, the knowledge and experience that readers bring to the text.

**Problem/solution** - text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

**Protagonist** - central character of a short story, novel, or narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

**Purpose** - specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

## Q

**Quote** - in research, to directly copy down the words from a source, set off in quotation marks.

## R

**R-controlled vowels** – the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g., care, never, sir, or).

**Rate** - the speed at which a person reads.

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**Recursive** – moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes including moving back and forth among the planning, drafting, and revising phases of writing.

**Reenact** – to act out the events of a text.

**Retell** – recall the content of what was read or heard.

**Revise** – the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it.

**Rhetorical device** - technique used by writers to persuade an audience.

**Rhyme** – words that have the same ending sound.

**Rime** – a vowel plus the consonants that follow; e.g., -ame, -ick, -out

**Root** – a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

## S

**Schema** – refers to prior knowledge, the knowledge and experience that readers bring to the text.

**Secondary source** - an interpretation or analysis of a primary source (Examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how Newsweek handled the Hurricane Katrina aftermath).

**Segmenting** – separating the individual phonemes, or sounds, of a word into discrete units.

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**Semantics** – the study of meaning in language.



**Semantic relationships** - having to do with the meaning of words.



**Sequence** - text structure in which ideas are grouped on the basis of order or time.

**Setting** - time and place in which events in a short story, novel, or narrative poem take place.



**Shared reading** – an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

**Simile** - a combination of two things that are unlike, usually using the words like or as.

**Stem** - the base form of a word; also called the root word.

**Structural analysis** – a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

**Style** - writer's characteristic manner of employing language.

**Suffix** – a derivational morpheme added to a root or base that often changes the word's part of speech and that modifies its meaning



**Summarize** – reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

**Supporting details** – reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea; Details make up most of the information in what a person reads, but some details are more important than others.

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**Syllable** – a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

**Symbol** - object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

**Synonyms** - words which have the same meaning 

**Syntax** - arrangement of words and order of grammatical elements in a sentence.

**Synthesize** – creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements  form text and existing schema.

## T

**Text complexity** - based on Fisher and Frey (2013), three inter-related aspects determine text complexity: quantitative evaluation, qualitative evaluation and matching readers with texts and tasks.

- 1. Quantitative evaluation:** readability measures and other scores of text complexity
- 2. Qualitative evaluation:** levels of meaning, structure, language conventionality and clarity, and knowledge demands
- 3. Matching readers with texts and tasks:** reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed) (p.57)

**Theme** - central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic 

**Thesis statement** - the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

**Tone** - writer's or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

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 **Topic** – the **meaning** of the entire paragraph/text selection; tells what the passage is mainly about.

 **Track print** – **looking at and processing** all the letters in order from left-to-right.

**Trait:** Distinguishing feature, as of a person’s character.

## V

 **Verbal cues** - **speakers should use words and phrases that** add emphasis, clarify organization, make connections, **use academic language**, and create ethos. **Listeners should focus on these cues as a way to determine** speaker’s message, argument and credibility. 

**Vocabulary notebook** – a teaching strategy used to help students learn new vocabulary 

**Voice** – distinctive style or manner of expression of an author or of a character.

**Vowel digraph** – two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).

**Vowel diphthong** – a sound made by combining two vowels, specifically when it starts as one vowel sound **goes** to another, like the *oy* sound in *oil*. 

## W

**Word study** – the integration of phonics, spelling and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students’ specific knowledge of words and their meanings.

**Word family** – group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick, -out)

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**Word wall** – a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of vocabulary.

**Writing process** – steps contained in the writing process include prewriting, drafting,  **revising**, editing, and publishing. This process is often recursive. *(defined within current standards)* 