

Oklahoma

English Language Arts

Academic Standards

 **DRAFT 3**

Vertical Progression

for Grades PreK to 12

Oklahoma State Department of Education



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

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

Reading

Students will engage in discourse in pairs, groups, and whole class discussion to acquire, refine and share knowledge of print and non-print texts.

Writing

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

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

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.

- 3. Vocabulary** Students will use their working vocabulary to understand texts and communicate effectively.

Reading

Students will expand vocabulary through reading, word study, and class discussion.

Writing

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

4. Critical Reading/Critical Writing Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, appreciate, and respond to a variety of complex fiction and nonfiction texts from a variety of historical, cultural, 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.

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.

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.

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.

8. Independent Reading/Independent Writing Students will read and write for a variety of purposes, including but not limited to academic and personal, for extended periods of time.

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.

The following eight standards encompass the content and competencies of the English language arts. For each standard strand a guiding principle reflects both reading and writing applications, as these processes are inextricably linked.

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 readers 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.

College and Career Ready Overarching Standard

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 and Writing Strands with Guiding Principle

Reading (Listening)

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

Writing (Speaking)

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

Grades

Standards are delineated for each grade.

P 1.PK.R.1 With guidance and support, students will listen and speak using agreed upon rules.

1.PK.R.2 With guidance and support, students will begin to ask and answer questions about information presented orally or through other media.

1.PK.R.3 With guidance and support, students will begin to participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.PK.R.4 Students will follow simple oral directions.

1.PK.W.1 With guidance and support, students will begin to orally describe personal interests or tell stories to classmates.

1.PK.W.2 With guidance and support, students will work respectfully with others.

K 1.K.R.1 With guidance and support, students will listen and speak using agreed upon rules.

1.K.R.2 With guidance and support, students will ask and answer questions about information presented orally or through other media.

1.K.R.3 With guidance and support, students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.K.R.4 Students will follow one and two step directions.

1.K.W.1 Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences.

1.K.W.2 With guidance and support, students will work respectfully with others.

1 1.1.R.1 Students will listen and speak using agreed upon rules.

1.1.R.2 Students will ask and answer questions about information presented orally through text or other media.

1.1.R.3 Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.1.R.4 Students will restate and follow simple two-step directions.

1.1.W.1 Students will orally explain personal interests or tell stories, facing the audience and speaking clearly in complete sentences with appropriate volume..

1.1.W.2 Students will work respectfully in groups.

Standard Code

Standard # . Grade . Strand . Sub-Strand

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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 (Listening)

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

- P** **1.PK.R.1** With guidance and support, students will
- K** listen and speak using agreed upon rules.
- 1.PK.R.2** With guidance and support, students will begin to ask and answer questions about information presented orally or through other media.
- 1.PK.R.3** With guidance and support, students will begin to participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
- 1.PK.R.4** Students will follow simple oral directions.
- K** **1.K.R.1** With guidance and support, students will listen and speak using agreed upon rules.
- 1.K.R.2** With guidance and support, students will ask and answer questions about information presented orally or through other media.
- 1.K.R.3** With guidance and support, students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
- 1.K.R.4** Students will follow one and two step directions.
- 1** **1.1.R.1** Students will listen and speak using agreed upon rules.
- 1.1.R.2** Students will ask and answer questions about information presented orally through text or other media.
- 1.1.R.3** Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.
- 1.1.R.4** Students will restate and follow simple two-step directions.

Writing (Speaking)

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

- 1.PK.W.1** With guidance and support, students will begin to orally describe personal interests or tell stories to classmates.
- 1.PK.W.2** With guidance and support, students will work respectfully with others.
- 1.K.W.1** Students will orally describe personal interests or tell stories, facing the audience and speaking clearly in complete sentences.
- 1.K.W.2** With guidance and support, students will work respectfully with others.
- 1.1.W.1** Students will orally explain personal interests or tell stories, facing the audience and speaking clearly in complete sentences with appropriate volume..
- 1.1.W.2** Students will work respectfully in groups.

2 1.2.R.1 Students will listen and speak using agreed upon rules.

1.2.R.2 Students will ask and answer questions about information presented orally, through text or other media.

1.2.R.3 Students will participate in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.

1.2.R.4 Students will restate and follow multi-step directions.

3 1.3.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

1.3.R.2 Students will ask and answer questions about information presented orally, through text or other media.

1.3.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.

4 1.4.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

1.4.R.2 Students will ask and answer questions about information presented orally, through text or other media.

1.4.R.3 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.

5 1.5.R.1 Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

1.5.R.2 Students will ask and answer questions about information presented orally, through text or other media.

1.5.R.3 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.

1.2.W.1 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.

1.2.W.2 Students will work respectfully with groups and assume shared responsibility for collaborative work, and value individual contributions made by each team member.

1.3.W.1 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 understandable pace.

1.3.W.2 Students will work respectfully with diverse teams and assume shared responsibility for collaborative work, and value individual contributions made by each team member.

1.4.W.1 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 understandable pace.

1.4.W.2 Students will work effectively and respectfully with diverse teams, exercise flexibility, assume shared responsibility for collaborative work, and value individual contributions made by each team member.

1.5.W.1 Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

1.5.W.2 Students will work effectively and respectfully with diverse teams, exercise flexibility, assume shared responsibility for collaborative work, and value individual contributions made by each team member.

Standard 1. Speaking and Listening (continued)

Reading

- 6** **1.6.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
- 1.6.R.2** Students will ask and answer clarifying questions and acknowledge others' ideas presented orally, through text or other media.
- 1.6.R.3** 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.
- 7** **1.7.R.1** Students will actively listen and speak clearly using appropriate discussion rules with awareness and control of verbal and nonverbal cues.
- 1.7.R.2** Students will ask and answer clarifying questions and acknowledge others' ideas presented orally, through text or other media.
- 1.7.R.3** 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.
- 8** **1.8.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.8.R.2** Students will ask and answer clarifying questions, make judgements and analyze information presented orally, through text or other media.
- 1.8.R.3** 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.

Writing

- 1.6.W.1** Students will give formal and informal presentations in a group or individually, using appropriate vocabulary for audience, content, and purpose.
- 1.6.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility, assume shared responsibility for collaborative work, and value individual contributions made by each team member.
- 1.7.W.1** Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea.
- 1.7.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.
- 1.8.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 1.8.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.

Standard 1. Speaking and Listening (continued)

Reading (Listening)

- 9** **1.9.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.9.R.2** Students will ask and answer clarifying questions, make judgements and analyze information presented orally, through text or other media.
- 1.9.R.3** 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.
- 10** **1.10.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.10.R.2** Students will ask and answer clarifying questions, evaluate, analyze, and synthesize information presented orally, through text or other media.
- 1.10.R.3** 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.
- 11** **1.11.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.11.R.2** Students will ask and answer clarifying questions, evaluate, analyze, and synthesize information presented orally, through text or other media.
- 1.11.R.3** 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.
- 12** **1.12.R.1** Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.12.R.2** Students will ask and answer clarifying questions, evaluate, analyze, and synthesize information presented orally, through text or other media.
- 1.12.R.3** 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.

Writing (Speaking)

- 1.9.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 1.9.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.
- 1.10.W.1** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.
- 1.10.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.
- 1.11.W.1** Students will make formal and informal presentations in a group or individually by engaging in discourse and collaboration.
- 1.11.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.
- 1.12.W.1** Students will make formal and informal presentations in a group or individually by engaging in discourse and collaboration.
- 1.12.W.2** Students will work effectively and respectfully with diverse teams, exercise flexibility and willingness to make necessary compromises to accomplish a goal, assume shared responsibility for collaborative work, and value individual contributions made by each team member.

Standard 2. Reading and Writing Process

Students will use a variety of recursive reading and writing processes

Reading Foundations

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

Phonological Awareness

Students will demonstrate their understanding of sounds in oral language.

- P** **2.PK.RF.1.A** With guidance and support, students will distinguish words in a sentence.
- K** **2.PK.RF.1.B** With guidance and support, students will begin to hear and identify syllables in spoken words.
- 2.PK.RF.1.C** With guidance and support, students will begin to identify spoken words that rhyme.
- 2.PK.RF.1.D** With guidance and support, students will begin to identify beginning sounds in spoken words
- 2.PK.RF.1.E** With guidance and support, students will begin to identify the same beginning sounds in a set of words (alliteration).
- 2.PK.RF.1.F** With guidance and support, students will begin to identify onsets and rimes in one syllable words.
- K** **2.K.RF.1.A** Students will distinguish words in a sentence.
- 2.K.RF.1.B** Students will **hear**, identify and count syllables in spoken words.
- 2.K.RF.1.C** Students will identify and produce pairs of rhyming words.
- 2.K.RF.1.D** Students will identify beginning and ending sounds in spoken words.
- 2.K.RF.1.E** Students will identify the same beginning sounds in a set of words (alliteration).
- 2.K.RF.1.F** Students will identify onsets and rimes in one syllable words.
- 2.K.RF.1.G** Students will segment sounds in one syllable words with 2 or 3 phonemes.
- 2.K.RF.1.H** Students will blend sounds (phonemes) in words with 2 or 3 phonemes.
- 1** **2.1.RF.1.A** This standard does not extend into first grade.
- 2.1.RF.1.B** Students will hear, identify and count syllables in spoken words.
- 2.1.RF.1.C** Students will identify and produce groups of rhyming words.
- 2.1.RF.1.D** Students will identify beginning, middle and ending sounds in a word.
- 2.1.RF.1.E** This standard does not extend into first grade.
- 2.1.RF.1.F** Students will identify onsets and rimes in one syllable words
- 2.1.RF.1.G** Students will segment sounds (phonemes) in one syllable words.
- 2.1.RF.1.H** Students will blend sounds (phonemes) in one syllable words.
- 2.1.RF.1.I** With guidance and support as necessary, students will add, delete, or substitute sounds (phonemes) in a word.
- 2** **2.2.RF.1.A-2.2.RF.A.H** These standards do not extend into second grade.
- 2.2.RF.1.I** Students will add, delete, or substitute phonemes in words.

Phonological Awareness (Continued)

- 3 These standards do not extend into third grade. *If phonological awareness skills are not mastered, students will address skills from previous grades.*
- 4 This standard does not extend into fourth grade.

Print Concepts

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** **2.PK.RF.2.A** With guidance and support, students will understand that print carries a message by recognizing labels, signs and other print in the environment.
- 2.PK.RF.2.B** With guidance and support, students will begin to demonstrate correct book orientation and identify the front and back covers of a book.
- 2.PK.RF.2.C** With guidance and support, students will point to show their understanding that written words are made up of letters and are separated by spaces.
- 2.PK.RF.2.D** With guidance and support, students will begin to understand that print moves from top to bottom, left to right and front to back.
- 2.PK.RF.2.E** With guidance and support, students will recognize punctuation marks in print during shared reading.
- K** **2.K.RF.2.A** Students will demonstrate their understanding that print carries a message by recognizing labels, signs and other print in the environment.
- 2.K.RF.2.B** Students will demonstrate correct book orientation and identify (by pointing) the title and the front and back covers of a book.
- 2.K.RF.2.C** Students will point to show that written words are made up of letters and are separated by spaces.
- 2.K.RF.2.D** 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).
- 2.K.RF.2.E** Students will identify punctuation (e.g., period, exclamation mark, question mark).
- 1 **2.1.RF.2.A** This standard does not extend into first grade.
 - 2.1.RF.2.B** Students will demonstrate correct book orientation and identify front and back cover of book, title page and title.
 - 2.1.RF.2.C** This standard does not extend into first grade.
 - 2.1.RF.2.D** 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.
 - 2.1.RF.2.E** Students will identify punctuation (e.g., period, exclamation mark, question mark, comma, quotation mark).
- 2 *If print concepts skills are not mastered, students will address skills from previous grades.*
 - 3 These standards do not extend into third grade. *If print concepts skills are not mastered, students will address skills from previous grades.*
 - 4 This standard does not extend into fourth grade.

Decoding: Phonics, Word Recognition and Structural Analysis

Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

- P** **2.PK.RF.3.A** With guidance and support, students will name the majority of the letters in their first name and many uppercase and lowercase letters.
- K** **2.PK.RF.3.B** With guidance and support, students will produce some sounds represented by letters.
- K** **2.K.RF.3.A** Students will name all uppercase and lowercase letters.
- 2.K.RF.3.B** Students will produce the primary sound, or most frequent sounds, for each consonant and the short vowel sounds.
- 2.K.RF.3.C** Students will blend letter sounds to **decode** simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (VCV) words.
- 1** **2.1.RF.3.A** This standard does not extend into first grade.
- 2.1.RF.3.B** Students will produce the primary sound, or most frequent sounds, for each consonant and the short vowel sounds.
- 2.1.RF.3.C** Students will decode phonetically regular words by using their knowledge of:
- 2.1.RF.3.C.1** -single consonants
- 2.1.RF.3.C.2** -consonant blends (Examples: bl, br, cr)
- 2.1.RF.3.C.3** -consonant digraphs and trigraphs (Examples:sh, -tch)
- 2.1.RF.3.C.4** -vowel sounds:
- 2.1.RF.3.C.4.a** -long
- 2.1.RF.3.C.4.b** -short
- 2.1.RF.3.C.4.c** -r controlled vowels (Examples: or, ar).
- 2.1.RF.3.C.5** -vowel spelling patterns:
- 2.1.RF.3.C.5.a** -vowel digraphs (Examples: ea, oa, ee)
- 2.1.RF.3.C.5.b** -vowel- consonant- silent-e (Example: lake)
- 2.1.RF.3.D** Students will apply knowledge of structural analysis to decode words:
- 2.1.RF.3.D.1** -most major syllable patterns (Examples: closed, open, vowel team, vowel silent e, r-controlled)
- 2.1.RF.3.D.2** -inflectional endings (Example,-s, -ed, -ing)
- 2.1.RF.3.D.3** -compound words
- 2.1.RF.3.D.4** -contractions
- 2.1.RF.3.E** Students will read words in common word families.
- 2.1.RF.3.F** Students will demonstrate use of decoding skills in context when reading new words in a text.
- 2** **2.2.RF.3.A** This standard does not extend into second grade.
- 2.2.RF.3.B** This standard does not extend into second grade.

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2.2.RF.3.C Students will decode one and two syllable words by using their knowledge of:

2.2.RF.3.C.1 -single consonants, including those with two different sounds (Examples: soft and hard c (cent, cat) and g (gem/goat))

2.2.RF.3.C.2 -consonant blends (Examples: bl, br, cr)

2.2.RF.3.C.3 -consonant digraphs and trigraphs. (sh, -tch)

2.2.RF.3.C.4 -vowel sounds:

2.2.RF.3.C.4.a -long

2.2.RF.3.C.4.b -short

2.2.RF.3.C.4.c -r controlled vowels (Examples: or, ar)

2.2.RF.3.C.5 -vowel spelling patterns:

2.2.RF.3.C.5.a -vowel digraphs (Examples: ea, oa, ee)

2.2.RF.3.C.5.b -vowel- consonant- silent-e (Example: lake)

2.2.RF.3.C.5.c -vowel diphthongs (vowel combinations having two vowel sounds - Example oi as in boil, oy as in boy).

2.2.RF.3.D Students will apply knowledge of structural analysis to decode words:

2.2.RF.3.D.1 -all major syllable patterns (Examples: closed, consonant +le, open, vowel team, vowel silent e, r-controlled)

2.2.RF.3.D.2 -inflectional endings (Example, -s, -ed, -ing)

2.2.RF.3.D.3 -compound words

2.2.RF.3.D.4 -contractions

2.2.RF.3.D.5 -abbreviations

2.2.RF.3.D.6 -common roots and related prefixes and suffixes

2.2.RF.3.E Students will read words in common word families.

2.2.RF.3.F Students will demonstrate use of decoding skills in context when reading new words in a text.

3 2.3.RF.3.A This standard does not extend into third grade.

2.3.RF.3.B This standard does not extend into third grade.

2.3.RF.3.C Students will decode multisyllabic words using their knowledge of:

2.3.RF.3.C1 - 4.b; 2.3.RF.3.C.5 a-b These standards do not extend into third grade. *If these decoding skills are not mastered, students will address skills from previous grades.*

2.3.RF.3.C.4.c -r-controlled vowels

2.3.RF.3.C.5.c -vowel diphthongs (vowel combinations having two vowel sounds - Example oi as in boil, oy as in boy).

2.3.RF.3.D Students will apply knowledge of structural analysis to decode words:

2.3.RF.3.D.1 -all major syllable patterns

2.3.RF.3.D.2 This standard does not extend into third grade.

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2.3.RF.3.D.3 This standard does not extend into third grade.

2.3.RF.3.D.4 -contractions

2.3.RF.3.D.5 -abbreviations

2.3.RF.3.D.6 -common roots and related prefixes and suffixes

2.3.RF.3.E This standard does not extend into third grade.

2.3.RF.3.F Students will demonstrate use of decoding skills and semantics in context when reading new words in a text, including multisyllabic words.

4 2.4.RF.3.A-E These standards do not extend into fourth grade.

2.4.RF.3.F 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.

Fluency

Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.

P 2.PK.RF.4.A Students will identify first name in print.

K

K 2.K.RF.4.A Students will identify first and last name in print.

2.K.RF.B Students will read some common high frequency words by sight.

1 2.1.RF.4.A This standard does not extend into first grade.

2.1.RF.4.B Students will read high frequency and/or common irregularly spelled words with automaticity in text.

2.1.RF.4.C Students will orally read appropriately leveled text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.

2 2.2.RF.4.A This standard does not extend into second grade.

2.2.RF.4.B Students will read high frequency and/or common irregularly spelled words with automaticity in text.

2.2.RF.4.C Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.

3 2.3.RF.4.A This standard does not extend into third grade.

2.3.RF.4.B Students will read high frequency and/or irregularly spelled words with automaticity in text.

2.3.RF.4.C Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.

4 2.4.RF.4.A This standard does not extend into fourth grade.

2.4.RF.4.B Students will read high frequency and irregularly spelled words with automaticity in text.

2.4.RF.4.C Students will orally read grade-appropriate text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension at the independent level.

Standard 2. Reading and Writing Process (Continued)

Reading

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

P **2.PK.R.1.A** With guidance and support, students will begin to use prereading skills and strategies (examples: activate prior knowledge and/or picture walk).

2.PK.R.1.B With guidance and support, students will answer questions about texts during shared reading.

2.PK.R.2 With guidance and support, students will retell or reenact major events in a text.

K **2.K.R.1.A** With guidance and support, students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk).

2.K.R.1.B With guidance and support, students will ask and answer questions about texts during shared reading.

2.K.R.2.A With guidance and support, students will identify the topic of a nonfiction text.

2.K.R.2.B With guidance and support, students will sequence events of a text (beginning, middle, and end)

2.K.R.2.C With guidance and support, students will retell or reenact major events in a text.

1 **2.1.R.1.A** Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.

2.1.R.1.B Students will ask and answer who, what, where, and when questions during shared or independent reading.

2.1.R.2.A Students will identify the main idea of a text.

2.1.R.2.B Students will sequence events of a text

2.1.R.2.C Students will retell or reenact major events in a text.

Writing

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

2.PK.W.1 With guidance and support, students will begin to use appropriate grip to hold a writing utensil when drawing or writing.

2.PK.W.2 With guidance and support, students will write the majority of the letters in their first name and some uppercase and lowercase letters.

2.PK.W.3 With guidance and support, students will express themselves through drawing and emergent writing.

2.K.W.1 Students will use appropriate grip to hold a writing utensil when drawing, or writing.

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

2.K.W.2.B With guidance and support, students will begin to use appropriate spacing between letters and words.

2.K.W.3.A With guidance and support, students will express themselves through drawing and emergent writing.

2.K.W.3.B Students will use letter sound knowledge to write simple messages and words, which accurately represent at least the initial sounds.

2.1.W.1 Students will use appropriate grip to hold a writing utensil when drawing, or writing.

2.1.W.2.A Students will correctly form letters to write their first and last name and all uppercase and lowercase letters.

2.1.W.2.B Students will use appropriate spacing between letters, words, and sentences.

2.1.W.2.C With guidance and support, students will indent paragraphs.

2.1.W.3.A With guidance and support, students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).

1

(Continued from previous page)

- 2 2.2.R.1.A** Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
- 2.2.R.1.B** Students will ask and answer who, what, where, and when questions during reading.
- 2.2.R.2.A** Students will identify the main idea and supporting details of a text.
- 2.2.R.2.B** Students will sequence events of a text.
- 2.2.R.2.C** Students will retell major events in a text focusing on important details.
- 3 2.3.R.1.A** Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
- 2.3.R.1.B** Students will ask and answer literal questions, using the text to support answers.
- 2.3.R.2.A** Students will identify the main idea and key supporting details of a passage.
- 2.3.R.2.B** Students will summarize major events in a text.

2.1.W.3.B Students will use letter sound knowledge to construct known words during the drafting process.

2.1.W.4 During editing, students will correctly spell grade-appropriate, highly decodable words (examples: cup, like, cart) and common, irregularly spelled sight words (Example: the).

2.1.W.5 Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook).

2.2.W.1 This standard does not extend into second grade.

2.2.W.2 Students will correctly form letters and use appropriate spacing for letters, words, and sentences.

2.2.W.3.A Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).

2.2.W.3.B Students will write declarative, interrogative, imperative, and exclamatory sentences.

2.2.W.3.C Students will use letter sound knowledge to construct known words during the drafting process.

2.2.W.4 During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.

2.2.W.5 Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, dictionaries).

2.3.W.1 This standard does not extend into third grade.

2.3.W.2 Students will correctly form letters in print or cursive and use appropriate spacing for letters, words, and sentences.

2.3.W.3.A Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).

2.3.W.3.B Students will write declarative, interrogative, imperative, and exclamatory sentences.

2.3.W.3.C Students will use letter sound knowledge to construct known words during the drafting process.

2.3.W.4 During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.

2.3.W.5 Students will use resources to find correct spellings of words (examples: word wall, vocabulary

- 4 **2.4.R.1.A** Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.
- 2.4.R.1.B** Students will ask and answer literal questions, using the text to support answers.
- 2.4.R.2.A** Students will describe how key details support the main idea of a passage
- 2.4.R.2.B** Students will summarize major events in a text.
- 5 **2.5.R.1** Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create meaning.
- 2.5.R.2** Students will identify genre, connect and respond to texts, and provide an objective summary, including main idea and supporting details.

Reading Process standards extend into other standards.

notebook, print and electronic dictionaries).

- 2.4.W.1** This standard does not extend into fourth grade
- 2.4.W.2** Students will correctly form letters in print or cursive and use appropriate spacing for letters, words, and sentences.
- 2.4.W.3.A** Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).
- 2.4.W.3.B** Students will write declarative, interrogative, imperative, and exclamatory sentences.
- 2.4.W.4.B** Students will use letter sound knowledge to construct known words during the drafting process.
- 2.4.W.5** During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.
- 2.4.W.6** Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, print and electronic dictionaries and spell-check.).

2.5.W Students will use a recursive writing process to write for multiple purposes in all modes with a focus on narrative.

Writing Process standards extend into other standards.

Standard 2. Reading and Writing Process (Continued)

Reading

6 2.6.R.1 Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create meaning.

2.6.R.2 Students will identify genre, connect and respond to texts, and provide an objective summary and paraphrase.

7 2.7.R.1 Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.

2.7.R.2 Students will identify genre, connect and respond to texts, provide an objective summary, paraphrase and generalize with support.

8 2.8.R.1 Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.

2.8.R.2 Students will identify genre, connect and respond to texts, summarize, paraphrase, and generalize.

Reading Process standards extend into other standards.

Writing

2.6.W Students will use a recursive writing process to write in all modes with a focus on opinion.

2.7.W Students will use a recursive writing process to write in all modes with a focus on informational.

2.8.W Students will use a recursive writing process to write in all modes with a focus on argument.

Writing Process standards extend into other standards.

Standard 2. Reading and Writing Process (Continued)

Reading

- 9** **2.9.R.1** Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
- 2.9.R.2** Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
- 10** **2.10.R.1** Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
- 2.10.R.2** Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
- 11** **2.11.R.1** Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
- 2.11.R.2** Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.
- 12** **2.12.R.1** Students will apply close reading strategies (e.g., multiple readings, annotation, attention to the meaning of individual words and sentences) to grade-level literary and informational texts to create and compare possible meanings.
- 2.12.R.2** Students will identify genre, connect and respond to texts, summarize, paraphrase, generalize, and synthesize texts.

Reading Process standards extend into other standards.

Writing

- 2.9.W** Students will use a recursive writing process to write in all modes with a focus on narrative and informational.
- 2.10.W** Students will use a recursive writing process to write in all modes with a focus on argument and informational
- 2.11.W** Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.
- 2.12.W** Students will use a recursive writing process to write in multiple modes: argument, informational, and narrative, blending when appropriate.

Writing Process standards extend into other standards.

Standard 3. Vocabulary

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

Reading

Students will expand vocabulary through reading, word study, and class discussion.

P **3.PK.R.1** With guidance and support, students will begin to develop an awareness of context clues through read-alouds and other text experiences.

3.PK.R.2 With guidance and support, students will identify and sort familiar objects into categories based on common attributes.

3.PK.R.3 With guidance and support, students will acquire new academic, content-specific, grade-level vocabulary and relate to prior knowledge.

3.PK.R.4 With guidance and support, students will recognize that authors use words to provide meaning in a story, poem, or song.

K **3.K.R.1** With guidance and support, students will begin to develop an awareness of context clues through read-alouds and other text experiences.

3.K.R.2 With guidance and support, students will identify and sort pictures of objects into categories based on common attributes.

3.K.R.3 With guidance and support, students will acquire new academic, content-specific, grade-level vocabulary and relate to prior knowledge.

3.K.R.4 With guidance and support, students will recognize that authors use words to provide meaning in a story, poem, or song.

3.K.R.5 With guidance and support, students will use the most frequently occurring affixes as a clue to the meaning of an unknown word.

3.K.R.6 Students will, through pictures and movement, identify the position of objects (Example: The dog is on top of the doghouse.).

1 **3.1.R.1** With guidance and support, students will use word parts and context clues to identify new words.

3.1.R.2 Students will identify and sort words into categories based on common attributes.

3.1.R.3 Students will acquire new academic, content-specific, grade-level vocabulary; relate new words to prior knowledge; and apply in new situations.

3.1.R.4 Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.

Writing

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

3.PK.W.1 With guidance and support, students will begin to produce and expand complete sentences in shared language activities.

3.K.W.1 With guidance and support, students will produce and expand complete sentences in shared language activities.

3.1.W.1 With guidance and support, students will use word parts, and domain-specific vocabulary to communicate ideas.

- 2 3.2.R.1** Students will use word parts (affixes, roots, stems) and context clues to identify new words.
- 3.2.R.2** Students will identify semantic relationships among words, including synonyms and antonyms, and simple multiple-meaning words.
- 3.2.R.3** Students will use root words as a clue to the meaning of unknown words and identify when a common affix is added to a known word.
- 3.2.R.4** Students will acquire new academic and content-specific grade-level vocabulary; relate new words to prior knowledge; and apply in new situations.
- 3.2.R.5** Students will recognize that authors use words to provide rhythm and meaning in a story, poem, or song.
- 3 3.3.R.1** Students will use word parts (affixes, roots, stems) and context clues to identify new words.
- 3.3.R.2** Students will identify semantic relationships among words, including synonyms, antonyms, homographs, and homonyms.
- 3.3.R.3** Students will use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.
- 3.3.R.4** Students will determine how the author uses words to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language.
- 3.3.R.5** Students will apply knowledge of vocabulary to understand text.
- 4 3.4.R.1** Students will use word parts (affixes, roots, stems) and context clues to identify new words.
- 3.4.R.2** Students will identify relationships among words with multiple meanings, including synonyms and antonyms and more complex homographs and homonyms.
- 3.4.R.3** Students will apply knowledge of vocabulary to deepen understanding of grade-level text.
- 5 3.5.R.1** Students will use word parts (affixes, roots, stems), context clues, and word origins.
- 3.5.R.2** Students will recognize words with multiple meanings.
- 3.5.R.3** Students will apply knowledge of vocabulary to deepen understanding of grade-level text.

3.2.W.1 Students will apply knowledge of words, word parts, and domain-specific vocabulary to communicate ideas in writing.

3.3.W.1 Students will apply knowledge of word parts and domain-specific vocabulary to communicate ideas in writing.

3.4.W.1 Students will apply knowledge of word parts and domain-specific vocabulary to communicate ideas in writing.

3.5.W.1 Students will apply knowledge of word parts and domain-specific vocabulary to provide coherence in writing.

3.5.W.2 Students will use figurative language to develop ideas.

Standard 3. Vocabulary (Continued)

Reading

- 6** **3.6.R.1** Students will use word parts (affixes, roots, stems), context clues, and word origins.
- 3.6.R.2** Students will recognize and understand words with multiple meanings.
- 3.6.R.3** Students will apply knowledge of vocabulary to deepen understanding of grade-level text.
- 7** **3.7.R.1** Students will use word parts (affixes, roots, stems), context clues, and word origins.
- 3.7.R.2** Students will recognize the connotation and denotation of words.
- 3.7.R.3** Students will apply knowledge of vocabulary to deepen understanding of grade-level text.
- 8** **3.8.R.1** Students will use word parts (affixes, roots, stems), and word origins.
- 3.8.R.2** Students will recognize and understand the connotation and denotation of words.
- 3.8.R.3** Students will apply knowledge of vocabulary to deepen understanding of grade-level text.
- 9** **3.9.R.1** Students will apply knowledge of vocabulary, including connotation and denotation, to explain the effect of an author’s word choice.
- 3.9.R.2** Students will expand knowledge of vocabulary to deepen understanding of grade-level text.
- 10** **3.10.R.1** Students will analyze diction, connotation, and denotation to critique and evaluate the author’s word choice.
- 3.10.R.2** Students will expand knowledge of vocabulary to deepen understanding of grade-level text.
- 11** **3.11.R.1** Students will critique and evaluate how the author’s word choice impacts the message.
- 3.11.R.2** Students will expand knowledge of vocabulary to deepen understanding of grade-level text.
- 12** **3.12.R.1** Students will critique and evaluate how the author’s word choice impacts the message.
- 3.12.R.2** Students will expand knowledge of vocabulary to deepen understanding of grade-level text.

Writing

- 3.6.W.1** Students will apply knowledge of word parts and domain- specific vocabulary to provide coherence in writing.
- 3.6.W.2** Students will use word choice, including figurative language and idioms, to develop ideas.
- 3.7.W.1** Students will apply knowledge of word parts and domain- specific vocabulary to provide coherence in writing.
- 3.7.W.2** Students will use word choice, including figurative language and idioms, to develop ideas to achieve a desired effect.
- 3.8.W.1** Students will apply knowledge of word parts and domain- specific vocabulary to provide coherence in writing.
- 3.8.W.2** Students will use word choice, including figurative language, idioms, and analogies, to develop ideas to achieve a desired effect.
- 3.9.W.1** Students will produce writing that incorporates figurative language, idioms, analogies, and word choice to expand on ideas to achieve a desired effect.
- 3.10.W.1** Students will produce writing that incorporates figurative language, idioms, analogies, allusions, and word choice to expand on ideas to achieve a desired effect.
- 3.11.W.1** Students will produce writing that incorporates figurative language, idioms, analogies, allusions, and word choice to expand on ideas to achieve a desired effect.
- 3.12.W.1** Students will produce writing that incorporates figurative language, idioms, analogies, allusions, and word choice to expand on ideas to achieve a desired effect.

Standard 4. Critical Reading & Critical Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, appreciate, and respond to a variety of complex fiction and nonfiction texts from a variety of historical, cultural, and global perspectives.

P 4.PK.R.1 With guidance and support, students will make and confirm predictions during shared reading.

Literary

4.PK.R.2.A With guidance and support, students will describe the role of an author and illustrator, telling how they contribute to a story.

4.PK.R.2.B With guidance and support, students will identify characters in a story.

Informational

4.PK.R.3.A With guidance and support, students will tell what is happening in a picture or illustration.

K 4.K.R.1 With guidance and support, students will apply comprehension strategies when reading, including:

4.K.R.1.A predicting

4.K.R.1.B connecting

4.K.R.1.C visualizing

4.K.R.1.D questioning

4.K.R.1.E synthesizing

4.K.R.1.F inferring

Literary

4.K.R.2.A Students will identify the author and illustrator, and explain the roles of each of a particular story.

4.K.R.2.B With guidance and support, students will identify characters and setting in a story.

Informational

4.K.R.3.A With guidance and support, students will tell what is happening in a picture or illustration.

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.

4.PK.W.1 With guidance and support, students will use drawing, labeling and dictating to express thoughts and ideas.

4.K.W.1 With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.

- 1 4.1.R.1** With guidance and support, students will apply comprehension strategies when reading, including:
- 4.1.R.1.A** predicting
 - 4.1.R.1.B** connecting
 - 4.1.R.1.C** visualizing
 - 4.1.R.1.D** questioning
 - 4.1.R.1.E** synthesizing
 - 4.1.R.1.F** inferring
- 4.1.R.2** With guidance and support, students will begin to monitor their own comprehension and adjust strategies when necessary.
- 4.1.R.3** With guidance and support, students will determine the purpose of the text (i.e. provide information, tell a story)

Literary

- 4.1.R.4.A** Students will identify who is telling the story in the text.
- 4.1.R.4.B** Students will identify and describe characters and setting of a text.

Informational

- 4.1.R.5.A** Students will identify text as fiction or non-fiction.
- 4.1.R.5.B** Students will describe connections between the text and illustrations.

- 2 4.2.R.1** Students will apply comprehension strategies when reading, including:
- 4.2.R.1.A** predicting
 - 4.2.R.1.B** connecting
 - 4.2.R.1.C** visualizing
 - 4.2.R.1.D** questioning
 - 4.2.R.1.E** synthesizing
 - 4.2.R.1.F** inferring
- 4.2.R.2** Students will monitor their own comprehension and adjust strategies when necessary.
- 4.2.R.3** Students will determine the purpose of the text (i.e. provide information, tell a story)

Literary

- 4.2.R.4.A** Students will compare their own point of view with that of the narrator or characters in a text.
- 4.2.R.4.B** Students will describe characters and their traits and compare them with another character.

- 4.1.W.1** With guidance and support, students will use drawing, labeling, dictating, and writing to tell a story, share information, or express an opinion.

Narrative

- 4.2.W.1.A** Students will write narratives with a beginning, middle, and end.

Informative

- 4.2.W.2.A** Students will write information about a topic.

Opinion

- 4.2.W.3.A** Students will express an opinion about a topic.

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4.2.R.4.C With guidance and support, students will answer inferential questions (how and why).

Informational

4.2.R.5.A With guidance and support, students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).

4.2.R.5.B Students will identify characteristics of major genres (poetry, prose/narrative, drama, non-fiction).

4.2.R.5.C Students will explain how the illustrations support aspects of the text.

3 4.3.R.1 Students will apply comprehension strategies when reading, including:

4.3.R.1.A predicting

4.3.R.1.B connecting

4.3.R.1.C visualizing

4.3.R.1.D questioning

4.3.R.1.E synthesizing

4.3.R.1.F inferring

4.3.R.2 Students will monitor their own comprehension and adjust strategies when necessary.

4.3.R.2.A Students will identify the author's purpose.

Literary

4.3.R.3.A With guidance and support, students will identify the moral or theme of a story.

4.3.R.3.B Students will describe characters and explain how their actions affect the events in the text.

4.3.R.3.C With guidance and support, students will ask and answer inferential questions, using the text to support answers.

Informational

4.3.R.4.A With guidance and support, students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).

4.3.R.4.B Students will identify characteristics of major genres (poetry, prose/narrative, drama, non-fiction).

4.3.R.4.C Students will explain how the illustrations support aspects of the text.

Narrative

4.3.W.1.A Students will write narratives with characters and a logical sequence of events.

Informative

4.3.W.2.A Students will write information about a topic that contains a main idea and supporting details.

Opinion

4.3.W.3.A Students will express an opinion about a topic and provide reasons to support the opinion.

4 4.4.R.1 Students will apply comprehension strategies when reading, including:

4.4.R.1.A predicting

4.4.R.1.B connecting

4.4.R.1.C visualizing

4.4.R.1.D questioning

4.4.R.1.E synthesizing

4.4.R.1.F inferring

4.4.R.2 Students will monitor their own comprehension and adjust strategies when necessary.

4.4.R.3 Students will identify the author’s purpose.

Literary

4.4.R.4.A Students will explain the moral or theme of a story, drama or poem.

4.4.R.4.B Students will describe characters and explain how their actions and motives affect the events in the text.

4.4.R.4.C Students will ask and answer inferential questions, using the text to support answers.

Informational

4.4.R.5.A Students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).

4.4.R.5.B Students will compare and contrast the characteristics of major genres (poetry, prose/narrative, drama, non-fiction).

4.4.R.5.C Students will explain how the illustrations support aspects of the text.

5 4.5.R.1 Students will monitor their own comprehension and adjust strategies when necessary.

4.5.R.2 Students will identify the author’s purpose.

Literary

4.5.R.3.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on point of view, simile, metaphor, and theme.

4.5.R.3.B Students will analyze texts’ forms and contents by making inferences about textual evidence.

Informational

4.5.R.4.A Students will identify the structure of a text, main idea, and author’s use of evidence.

4.5.R.4.B Students will compare and contrast textual forms and ideas within and between texts.

4.5.R.4.C Students will connect literary and informational texts to their own experiences.

Narrative

4.4.W.1.A Students will write narratives with setting, characters, a logical sequence of events, as well as a problem and solution.

Informative

4.4.W.2.A Students will write information about a topic that contains a clear main idea, supporting details and a conclusion

Opinion

4.4.W.3.A Students will express an opinion about a topic and provide fact-based reasons to support the opinion.

Narrative (Grade Level Focus)

4.5.W.1.A Students write narratives incorporating techniques of setting, character, conflict, and plot structure.

Informative

4.5.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.

Opinion

4.5.W.3.A Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details.

Standard 4. Critical Reading & Critical Writing (Continued)

Reading

- 6 4.6.R.1** Students will explain how authors use organizational and stylistic elements to achieve their purposes.

Literary

4.6.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on point of view, simile, metaphor, and theme.

4.6.R.2.B Students will analyze texts' forms and contents by making inferences about textual evidence.

Informational

4.6.R.3.A Students will analyze what the text says explicitly and draw inferences using the author's evidence.

4.6.R.3.B Students will analyze texts' forms and contents by making inferences about textual evidence.

- 7 4.7.R.1** Students will explain how authors use organizational and stylistic elements to achieve their purposes.

Literary

4.7.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on irony, symbol, theme, and tone.

4.7.R.2.B Students will analyze texts' forms and contents by making inferences about and drawing conclusions from textual evidence.

Informational

4.7.R.3.A Students will determine an author's purpose by identifying the claims and supporting evidence.

4.7.R.3.B Students will recognize errors in reasoning.

4.7.R.3.C Students will analyze texts' forms and contents by making inferences about and drawing conclusions from textual evidence.

Writing

Narrative

4.6.W.1.A Students write narratives incorporating techniques of character development, conflict, introduction, resolution and conclusion.

Informative

4.6.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion.

Opinion (Grade Level Focus)

4.6.W.3.A Clearly state an opinion, supported with facts and details. Show relationships among facts, opinions, and supporting details and include a concluding statement.

Narrative

4.7.W.1.A Students write narratives incorporating techniques of pacing, dialogue, and sensory language.

Informative (Grade Level Focus)

4.7.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument

4.7.W.3.A Introduce a claim and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.

- 8 4.8.R.1** Students will analyze the potential effects on audiences of authors’ organizational and stylistic choices.

Literary

4.8.R.2.A Students will analyze the effects of literary elements and poetic devices on textual meaning, focusing on irony, symbol, theme, and tone.

4.8.R.2.B Students will analyze texts’ forms and contents by making inferences about and drawing conclusions from textual evidence.

4.8.R.2.C Students will evaluate textual evidence for supportability.

Informational

4.8.R.3.A Students will determine a main idea of a text and provide a summary, including how an author responds to conflicting evidence and viewpoints.

4.8.R.3.B Students will recognize errors in reasoning.

4.8.R.3.C Students will analyze texts’ forms and contents by making inferences about and drawing conclusions from textual evidence.

4.8.R.3.D Students will evaluate textual evidence for supportability.

Narrative

4.8.W.1.A Students write narratives incorporating techniques of point of view and narration.

Informative

4.8.W.2.A Students will introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument (Grade Level Focus)

4.8.W.3.A Introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidence, using credible sources. Show relationships among the claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented.

Standard 4. Critical Reading & Critical Writing (Continued)

Reading

- 9 **4.9.R.1** Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.

Literary

4.9.R.2.A Students will analyze texts for character development, archetypes, theme, and tone.

4.9.R.2.B Students will interpret how themes are connected across texts.

4.9.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.9.R.2.D Students will evaluate textual evidence for supportability.

Informational

4.9.R.3.A Students will analyze how the author develops a claim over the course of a work, assessing the reasoning and evidence.

4.9.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.9.R.3.C Students will evaluate textual evidence for supportability.

4.9.R.3.D Students will apply two or more interpretive strategies to differentiate possible meanings of grade-level literary and informational texts.

- 10 **4.10.R.1** Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.

Literary

4.10.R.2.A Students will analyze texts for character development, archetypes, theme, and tone.

4.10.R.2.B Students will interpret how themes are connected across texts.

4.10.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.10.R.2.D Students will evaluate textual evidence for supportability.

Writing

Narrative (Grade Level Focus)

4.9.W.1.A Students write nonfiction narratives such as memoir.

Informative (Grade Level Focus)

4.9.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument

4.9.W.3.A Introduce claim(s), recognize and distinguish from alternate or opposing claims, and organize reasons and evidence, using credible sources. Show relationships among claim, reasons, and evidence. Include a concluding statement that follows logically from the information presented and supports the argument.

Narrative

4.10.W.1.A Students write narratives embedded in other modes as appropriate.

Informative (Grade Level Focus)

4.10.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

(Continued on next page)

Informational

4.10.R.3.A Students will analyze how an author develops claims and counterclaims over the course of a work.

4.10.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources.

4.10.R.3.C Students will evaluate textual evidence for supportability.

4.10.R.3.D Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.

- 11 4.11.R.1** Students will evaluate the extent to which historical, cultural, and/or global contexts affect authors' stylistic and organizational choices.

Literary

4.11.R.2.A Students will evaluate texts for the significance of figurative language, tone, and theme.

4.11.R.2.B Students will interpret how themes are connected across texts.

4.11.R.2.C Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources and by synthesizing ideas found in multiple texts.

4.11.R.2.D Students will evaluate textual evidence for supportability.

Informational

4.11.R.3.A Students will evaluate the effectiveness of an author's argument, structure, and evidence.

4.11.R.3.B Students will comparatively analyze textual forms and contents by making inferences about textual evidence drawn from multiple sources and by synthesizing ideas found in multiple texts.

4.11.R.3.C Students will evaluate textual evidence for supportability.

4.11.R.3.D Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.

Argument (Grade Level Focus)

4.10.W.3.A Introduce precise claim(s) and distinguish them from alternate or opposing claims. Provide sufficient evidence to develop balanced arguments using credible sources. Use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument. Include a concluding statement that follows logically from the information presented and supports the argument.

Narrative

4.11.W.1.A Students write narratives embedded in other modes as appropriate.

Informative

4.11.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument

4.11.W.3.A Introduce precise, informed claims(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument.

4.11.W.4 (Blending of all modes in grade 11)

12 4.12.R.1 Students will analyze literary elements and text structures.

4.12.R.2 Students will evaluate purpose as well as the historical, cultural, and global significance.

4.12.R.3 Students will compare, contrast, interpret, evaluate, and synthesize the ideas and formal elements presented within and across texts.

4.12.R.3 Students will apply a variety of interpretive strategies to differentiate and evaluate possible meanings of grade-level literary and informational texts.

Narrative

4.12.W.1.A Students write narratives embedded in other modes as appropriate.

Informative

4.12.W.2.A Students will objectively introduce and develop a topic with evidence, using transitions, appropriate vocabulary, and a conclusion, maintaining a formal style.

Argument

4.12.W.3.A Introduce precise informed claim(s) and distinguish them from alternate or opposing claims. Organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument. Provide the most relevant evidence to develop balanced arguments using credible sources. Use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion. Include a concluding statement that follows logically from the information presented and supports the argument.

4.12.W.4 (Blending of all modes in grade 12)

Standard 5. Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.
(As students progress in grades, expectations increase and include the components of previous grade levels.)

Reading

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

- P** **5.PK.R.1.A** With guidance and support, students will identify nouns as concrete objects (persons, places and things).
- 5.PK.R.1.B** With guidance and support, students will identify verbs as actions.
- 5.PK.R.1.C** This standard starts in Kindergarten.
- 5.PK.R.1.D** With guidance and support, students will, through pictures and movement, identify spatial relationships. (Examples: up, down, before, after).
- K** **5.K.R.1.A** With guidance and support, students will identify nouns as concrete objects (persons, places and things) and identify the pronoun “I.”
- 5.K.R.1.B** With guidance and support, students will identify verbs as actions.
- 5.K.R.1.C** With guidance and support, students will identify color and number word adjectives.
- 5.K.R.1.D** Students will, through pictures and movement, identify the position of objects (Example: The dog is on top of the doghouse.).
- 1** **5.1.R.1.A** Students will identify common and proper nouns, regular plural nouns and pronouns.
- 5.1.R.1.B** Students will identify past and present tense verbs.
- 5.1.R.1.C** Students will identify color and number word adjectives.
- 5.1.R.1.D** With guidance and support, students will identify prepositions in text.
- 5.1.R.2** Students will identify the subject and predicate of a sentence.

Writing

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

5.PK.W.1 These standards begin in Kindergarten.

5.K.W.1 With guidance and support, students will capitalize:

5.K.W.1.A -the pronoun “I”

5.K.W.1.B -the first letter in a sentence.

5.K.W.2 With guidance and support, students will compose grammatically correct sentences with appropriate end marks.

5.K.W.3 With guidance and support, students will compose simple sentences.

5.1.W.1 Students will capitalize

5.1.W.1.A -the first letter of a sentence

5.1.W.1.B -the pronoun “I”

5.1.W.1.C -greetings

5.1.W.1.D -proper nouns

5.1.W.1.E -months and days of the week.

5.1.W.2 Students will compose grammatically correct sentences and questions with appropriate end marks.

5.1.W.3 Students will compose simple sentences and questions.

- 2 5.2.R.1.A** Students will identify pronouns and irregular plural nouns.
- 5.2.R.1.B** Students will identify and explain the functions of different types and tenses of verbs.
- 5.2.R.1.C** Students will identify comparative adjectives.
- 5.2.R.1.D** Students will identify prepositions.
- 5.2.R.2** Students will identify the subject and predicate of a sentence.

- 3 5.3.R.1.A** Students will identify pronouns and possessive nouns.
- 5.3.R.1.B** Students will identify irregular and past participle verbs. and use verb tense to identify setting, times and sequences in text.
- 5.3.R.1.C** Students will identify adjectives, articles as adjectives and adverbs.
- 5.3.R.1.D** Students will identify prepositions and conjunctions.
- 5.3.R.2** Students will identify the subject and verb agreement, and correct as necessary.

- 5.2.W.1** Students will capitalize
- 5.2.W.1.A** -the first letter of sentences and quotations
- 5.2.W.1.B** -dates
- 5.2.W.1.C** -titles of respect
- 5.2.W.1.D** -initials
- 5.2.W.1.E** -proper names
- 5.2.W.1.F** -titles
- 5.2.W.1.G** -months and days of the week
- 5.2.W.2** Students will compose and expand grammatically correct sentences and questions, with appropriate commas and end marks.
- 5.2.W.3** Students will compose simple and compound sentences and questions.
- 5.3.W.1** Students will capitalize
- 5.3.W.1.A** -the first letters of sentences and quotations
- 5.3.W.1.B** -dates
- 5.3.W.1.C** -titles of respect
- 5.3.W.1.D** -proper names
- 5.3.W.1.E** -book titles
- 5.3.W.1.F** -dates
- 5.3.W.1.G** -geographical names
- 5.3.W.2** Students will compose and expand grammatically correct sentences and questions
- with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue while composing texts.
- 5.3.W.3** Students will compose simple, compound and complex sentences and questions.

4 5.4.R.1.A Students will identify pronouns and irregular possessive nouns.

5.4.R.1.B Students will identify present perfect verbs. and use verb tense to identify setting, times, sequences and conditions in text.

5.4.R.1.C Students will identify comparative and superlative adjectives and adverbs.

5.4.R.1.D Students will identify prepositional phrases and conjunctions.

5.4.R.2.A Students will identify simple and complete predicates.

5.4.R.2.B Students will identify the subject and verb agreement, and correct as necessary.

5 5.5.R.1.A Students will explain the function of conjunctions, prepositions, and interjections in general and their effect in particular sentences.

5.5.R.1.B Use verb tense to identify various times, sequences, states, and conditions.

5.4.W.1 Students will capitalize

5.4.W.1.A -familial relations

5.4.W.1.B -proper adjectives

5.4.W.1.C -conventions of letter writing

5.4.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.

5.4.W.3 Students will compose simple, compound and complex sentences and questions

appropriately, create sentences with an understood subject, and correct fragments and run-on sentences.

5.4.W.4 Students will write declarative, interrogative, imperative, and exclamatory sentences.

5.5.W.1 Students will compose texts with appropriate mechanics in their writing with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.

5.5.W.2 Students will compose simple, compound and complex sentences and questions

appropriately, create sentences with an understood subject, and correct fragments and run-on sentences.

5.5.W.3 Students will use the eight parts of speech in writing with focus on nouns and verbs.

5.5.W.4 Students will form and use the present and past verb tenses.

5.5.W.5 Students will form and use verb tense to convey various times, sequences, states, and conditions.

5.5.W.6 Students will recognize and correct inappropriate shifts in verb tense.

Standard 5. Language (Continued)

Reading

- 6 5.6.R.1** Students will explain the function of pronouns.
- 5.6.R.2** Recognize simple and compound sentences to signal differing relationships among ideas.
- 5.6.R.3** Recognize variations from standard English in others' writing and speaking.
- 7 5.7.R.1** Students will explain the function of prepositional phrases and clauses in general and their effect in specific sentences.
- 5.7.R.2** Recognize simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- 5.7.R.3** Recognize and correct misplaced and dangling modifiers.
- 8 5.8.R.1** Students will explain the function of verbals in general and their effect in particular sentences.
- 5.8.R.2** Recognize the use of active and passive voice.
- 5.8.R.3** Recognize and correct inappropriate shifts in verb tense.

Writing

- 5.6.W.1** Students will compose texts with appropriate mechanics in their writing with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
- 5.6.W.2** Students will compose simple and compound sentences and questions to signal differing relationships among ideas.
- 5.6.W.3** Students will use the eight parts of speech in writing with focus on pronouns.
- 5.6.W.4** Students will form and use pronouns in the proper case (subjective, objective, possessive).
- 5.6.W.5** Students will use intensive and reflexive pronouns.
- 5.6.W.6** Students will recognize and correct inappropriate shifts in pronoun number and person.
- 5.6.W.7** Students will recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- 5.7.W.1** Students will compose texts with appropriate mechanics in their writing with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
- 5.7.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.7.W.3** Students will use prepositional phrases and clauses (dependent and independent) in writing.
- 5.8.W.1** Students will compose texts with appropriate mechanics in their writing with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
- 5.8.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.8.W.3** Students will use verbals (gerunds, participles, infinitives) in writing.
- 5.8.W.4** Students will form and use verbs in the active and passive voice.
- 5.8.W.5** Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

Standard 5. Language (Continued)

Reading

- 9** **5.9.R.1** Students will analyze the function of parallel structure, various types of phrases and clauses to convey specific meanings.
- 5.9.R.2** Resolve the function of active and passive voice.
- 10** **5.10.R** Students will explain the function of parallel structure, various types of phrases and clauses to convey specific meanings.
- 11** **5.11.R** Students will refine 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.
- 12** **5.12.R** Students will apply 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.

Writing

- 5.9.W.1** Students will compose texts with appropriate mechanics in their writing with a focus on punctuation marks as needed.
- 5.9.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.9.W.2** Students will use parallel structure.
- 5.9.W.3** Students will identify and use various types of phrases (appositive, adjectival, adverbial, participial, prepositional) and clauses (independent, dependent; adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- 5.10.W.1** Students will compose texts with appropriate mechanics in their writing.
- 5.10.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.11.W.1** Students will compose texts with appropriate mechanics in their writing.
- 5.11.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.11.W.3** Students will refine their use of Standard American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.
- 5.12.W.1** Students will compose texts with appropriate mechanics in their writing.
- 5.12.W.2** Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.
- 5.12.W.3** Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing and other modes of communication to convey specific meanings and add variety and interest to writing or presentations.

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.

P **6.PK.R.1** With guidance and support, students will begin to identify pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.

K **6.K.R.1** Students will identify relevant pictures, charts, grade-appropriate texts, or people as sources of information on a topic of interest.

1 **6.1.R.1** Students will decide who can answer questions about their topic or what resources they will need to find the information.

6.1.R.2 Students will consult various visual and text reference sources to gather information.

2 **6.2.R.1** Students will use their own questions to find information on their topic.

6.2.R.2 Students will identify the location and purpose of various visual and text reference sources.

3 **6.3.R.1** Students will use their own questions to find information on their topic.

6.3.R.2 Students will locate information in reference texts, electronic resources, or through interviews

6.3.R.3 With guidance and support, students will determine the accuracy and relevance of the information for their specific topic of interest.

Writing

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

6.PK.W.1 With guidance and support, students will generate topics of interest and decide who can answer their questions.

6.K.W.1 With guidance and support, students will generate topics of interest and decide who can answer their questions.

6.K.W.2 Students will talk about information learned in print.

6.1.W.1 Students will generate questions about topics of interest.

6.1.W.2 With guidance and support, students will organize information found during group or individual research, using graphic organizers or other aids.

6.1.W.3 Students will make informal presentations of information gathered.

6.2.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

6.2.W.2 Students will organize and present their information in written and oral reports or display.

6.3.W.1 Students will generate a list of topics of interest and their individual questions about one specific topic of interest.

6.3.W.2 Students will summarize and present the information to create a report.

4 6.4.R.1 Students will use their own viable research questions to find information about a specific topic.

6.4.R.2 Students will use organizational features of print and digital sources efficiently to locate further information.

6.4.R.3 Students will determine the accuracy and relevance of the information gathered.

5 6.5.R.1 Students will use their own viable research questions to find information about a specific topic.

6.5.R.2 Students will record and organize information from a variety of print and/or digital sources.

6 6.6.R.1 Students will use their own viable research questions to find information about a specific topic.

6.6.R.2 Students will record and organize information from a variety of primary and secondary sources (print and/or digital).

7 6.7.R.1 Students will use their own viable research questions and thesis statements to find information about a specific topic.

6.7.R.2 Students will evaluate resources from both primary and secondary sources (print and/or digital).

6.7.R.3 Students will follow ethical and legal guidelines for collecting and recording information.

8 6.8.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.

6.8.R.2 Students will evaluate and select relevant resources from both primary and secondary sources (print and/or digital).

6.8.R.3 Students will follow ethical and legal guidelines for collecting and recording information.

6.4.W.1 Students will generate a viable research question about a specific topic.

6.4.W.2 Students will summarize and organize information using a variety of tools to create a report.

6.5.W.1 Students will formulate a viable research question from findings.

6.5.W.2 Students will cite main idea and supporting details using information from different sources.

6.5.W.3 Students will quote and summarize while accurately referring to sources.

6.6.W.1 Students will formulate a viable research question from findings.

6.6.W.2 Students will quote, paraphrase, and summarize while accurately-referring to sources.

6.7.W.1 Students will formulate a viable research question and report findings clearly and concisely, using a thesis statement.

6.7.W.2 Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.

6.8.W.1 Students will formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.

6.8.W.2 Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.

Standard 6. Research (Continued)

Reading

- 9** **6.9.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.
- 6.9.R.2** Students will evaluate and select the most relevant resources from both primary and secondary sources (print and/or digital).
- 6.9.R.3** Students will follow ethical and legal guidelines for collecting and recording information.
- 10** **6.10.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.
- 6.10.R.2** Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital).
- 6.10.R.3** Students will follow ethical and legal guidelines for collecting and recording information.
- 11** **6.11.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.
- 6.11.R.2** Students will evaluate, select, and synthesize the most relevant resources from both primary and secondary sources (print and/or digital).
- 6.11.R.3** Students will follow ethical and legal guidelines for collecting and recording information.
- 12** **6.12.R.1** Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.
- 6.12.R.2** Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- 6.12.R.3** Students will follow ethical and legal guidelines for collecting and recording information.

Writing

- 6.9.W.1** Students will formulate and integrate findings from multiple sources clearly using a well-developed thesis statement.
- 6.9.W.2** Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.
- 6.10.W.1** Students will formulate and integrate findings from multiple sources clearly using a well-developed thesis statement.
- 6.10.W.2** Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.
- 6.11.W.1** Students will integrate findings from multiple sources using a well-developed thesis statement.
- 6.11.W.2** Students will quote, paraphrase, and summarize while accurately citing sources and avoiding plagiarism.
- 6.12.W.1** Students will integrate evidence by quoting, summarizing, paraphrasing, and citing sources to create projects and presentations for multiple purposes while avoiding plagiarism.

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.

P 7.PK.R With guidance and support, students will become familiar with multiple formats of print and digital text.

K 7.K.R With guidance and support, students will become familiar with multiple formats of print and digital text.

1 7.1.R With guidance and support, students will use provided print and digital resources.

2 7.2.R With guidance and support, students will locate and use print and digital resources.

3 7.3.R Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions.

4 7.4.R Students will locate, organize, and analyze information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.

5 7.5.R Students will identify and analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.

Writing

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

7.PK.W With guidance and support, students will use appropriate digital tools to communicate with others.

7.K.W With guidance and support, students will use appropriate digital tools to communicate with others.

7.1.W With guidance and support, students will select and use appropriate technology or media to communicate with others.

7.2.W With guidance and support, students will select and use appropriate technology or media to communicate with others.

7.3.W Students will create multimodal content that communicates an idea using technology or appropriate media.

7.4.W Students will create multimodal content that effectively communicates an idea using technology or appropriate media.

7.5.W Students will create multimodal content that effectively communicates an idea using technology and appropriate media.

Standard 7. Multimodal Literacies

Reading

- 6 7.6.R** Students will compare and contrast the effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.
- 7 7.7.R** Students will compare and contrast the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.
- 8 7.8.R** Students will analyze and evaluate the effectiveness of techniques used in written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer questions and create new understandings.
- 9 7.9.R** Students will determine the intended purposes of the tools and techniques used for rhetorical effects in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.
- 10 7.10.R** Students will analyze the tools and techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.
- 11 7.11.R** Students will analyze and evaluate the various ways visual image-makers construct arguments in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions and create new understandings.
- 12 7.12.R** Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.

Writing

- 7.6.W** Students will create multimodal content that effectively communicates several ideas using technologies and appropriate media.
- 7.7.W** Students will select, organize, or produce multimodal content to complement and extend meaning for a selected topic
- 7.8.W** Students will select, organize, or produce multimodal content that encompasses different points of view.
- 7.9.W** Students will create multimodal content to engage specific audiences.
- 7.10.W** Students will investigate, critique, and present the sources of a multimodal content.
- 7.11.W** Students will design and develop multimodal content for global communities to meet a variety of purposes.
- 7.12.W** Students will create multimodal content to communicate knowledge and defend 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 ones, 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.

P 8.PK.R Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.

K 8.K.R Students will demonstrate interest in books during read alouds and shared reading, and interact independently with books.

1 8.1.R With guidance and support, students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

2 8.2.R Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.

3 8.3.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.3.R.2 Students will identify aspects of the other 7 ELA Standards that relate to their reading practices.

4 8.4.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.4.R.2 Students will identify aspects of the other 7 ELA Standards that relate to their reading practices.

5 8.5.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.5.R.2 Students will explain how aspects of the other 7 ELA Standards relate to their reading practices.

Writing

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

8.PK.W With adult guidance and support, students will participate in writing activities for increasingly extended periods of time.

8.K.W With adult guidance and support, students will participate in writing activities for increasingly extended periods of time.

8.1.W With guidance and support, students will write independently for extended periods of time.

8.2.W Students will write independently for extended periods of time.

8.3.W Students will apply aspects of the other 7 ELA Standards as they write independently for extended periods of time to communicate with different audiences for a variety of purposes.

8.4.W Students will apply aspects of the other 7 ELA Standards as they write independently for extended periods of time to communicate with different audiences for a variety of purposes.

8.5.W Students will apply the other 7 ELA Standards as they write independently for extended periods of time to communicate with different audiences for a variety of purposes.

As students develop as readers, their texts should become more complex.

As students develop as writers, their texts should become more complex.

Standard 8. Independent Reading and Writing (Continued)

Reading

- 6 8.6.R.1** Students will select appropriate texts for specific purposes, read independently for extended periods of time.
- 8.6.R.2** Students will explain how aspects of the other 7 ELA Standards relate to their reading practices.
- 7 8.7.R.1** Students will select appropriate texts for specific purposes, read independently for extended periods of time.
- 8.7.R.2** Students will explain how aspects of the other 7 ELA Standards relate to their reading practices.
- 8 8.8.R.1** Students will select appropriate texts for specific purposes, read independently for extended periods of time.
- 8.8.R.2** Students will analyze the extent to which the other 7 ELA Standards affect their reading practices.

As students develop as readers, their texts should become more complex.

Writing

- 8.6.W** 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.
- 8.7.W** Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and discover different perspectives.
- 8.8.W** Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and analyze different perspectives.

As students develop as writers, their texts should become more complex.

Standard 8. Independent Reading and Writing (Continued)

Reading

9 8.9.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.9.R.2 Students will analyze the extent to which the other 7 ELA Standards affect their reading practices.

10 8.10.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.10.R.2 Students will evaluate their individual abilities to apply aspects of the other 7 ELA Standards to their reading practices.

11 8.11.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.11.R.2 Students will evaluate their strengths and weaknesses in applying the other 7 ELA Standards to their reading practices and propose solutions that address identified weaknesses.

12 8.12.R.1 Students will select appropriate texts for specific purposes, read independently for extended periods of time.

8.12.R.2 Students will evaluate their strengths and weaknesses in applying the other 7 ELA Standards to their reading practices and propose solutions that address identified weaknesses.

As students develop as readers, their texts should become more complex.

Writing

8.9.W Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and draw appropriate conclusions.

8.10.W Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.

8.11.W Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.

8.12.W Students will write independently for extended periods of time, vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.

As students develop as writers, their texts should become more complex.

State Superintendent of Public Instruction

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Oklahoma State Department of Education

