AERO
ENGLISH LANGUAGE ARTS CURRICULUM FRAMEWORK
K-8 STANDARDS AND PERFORMANCE INDICATORS

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Teaching English Language Arts for the 21st Century

Literacy includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts. Reading and writing are important to ensure success in school, on the job, and in society. Today's expectations, however, encompass more than the ability to read, write, speak, and listen. These expectations include use of oral and written language to make sense of the world and to communicate, problem solve, and participate in decision-making. The foundation for these literacy skills is language and an understanding of how language works.

Children start to learn language from the day they are born. As they grow and develop, their speech and language skills become increasingly more complex. They learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. During early speech and language development, children learn skills that are important to the development of literacy. Early speech and language skills include print awareness, phonemic awareness, phonics, fluency, vocabulary, spelling, writing and text comprehension.

Prior to the 21st century, literacy was defined a person's ability to read and write. With the advent of a global economy, emerging technology, and the ability to rapidly access information, the concept of literacy has assumed new meanings. In 2008, The National Council of Teachers of English defined 21st century literacy skills as (http://www.ncte.org/positions/statements/21stcentdefinition):

- Developing proficiency with the tools of technology

- Building relationships with others to pose and solve problems collaboratively and cross-culturally

- Designing and sharing information for global communities to meet a variety of purposes

- Managing, analyzing, and synthesizing multiple streams of simultaneous information

- Creating, critiquing, analyzing, and evaluating multi-media texts

- Attending to the ethical responsibilities required by these complex environments

The Partnership for 21st Century Skills (http://www.p21.org/), a national organization that advocates for 21st century readiness for every student, provides tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation). These new literacies, when infused in core content subjects, engage students in the learning process and prepare them to be productive citizens.

Print Awareness

Children see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school. Print awareness is understanding that print is organized in a particular way – for example, knowing that print is read from left to right and top to bottom. It is knowing that words consist of letters and that spaces appear between words. Print awareness is a child's earliest introduction to literacy.

Phonemic Awareness

Phonemic awareness is the understanding that the sounds of spoken language work together to make words. Phonemic awareness is not the same thing as phonics, but rather a precursor to understanding phonics, which is like a code for learning to sound out written words. Phonemic awareness is considered extremely important in the early stages of literacy.

Researchers have determined that phonemic awareness is important because it requires readers to become aware of the sounds that letters represent and helps beginning readers better identify with the alphabet. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of phonemes. Phonemes are the smallest parts of sound in a spoken word that makes a difference in the word's meaning. For example, changing the first phoneme in the word *hat* from /h/ to /p/ changes the word from *hat* to *pat*, and so changes the meaning. (A letter between slash marks shows the phoneme, or sound, that the letter represents, and not the name of the letter. For example, the letter *h* represents the sound /h/.)

In kindergarten and the primary grades of many schools, phonemic awareness is both taught and assessed as part of the process of learning to read. To teach phonemic awareness, children are introduced to the individual sounds of many different words before they are introduced to syllables. In other words, even though the word "hat" has only one syllable, it has three different sounds: /h/ /a/ (short *a*) /t/. Children who are taught to listen for and can hear the different sounds early on have proved to become stronger readers.

Phonics

The goal of phonics instruction is to help children to learn and be able to use the alphabetic principle. The alphabetic principle is the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Phonics instruction helps children learn the relationships between the letters of written language and the sounds of spoken language.

Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy. Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text.

Vocabulary

Vocabulary plays an important part in learning to read. Beginning readers must use the words they hear orally to make sense of the words they see in print. Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As children learn to read more complex texts, they must learn the meaning of new words that are not part of their oral vocabulary. According to Johnson *(2001) the following guidelines are important for effective vocabulary instruction:
- Word knowledge is essential for comprehension.

- Wide reading in a variety of text types is to be encouraged and supported.
- Use direct instruction to teach "Tier 2" and selection critical words.
- Learning new concepts requires active involvement rather than passive definition memorization.
- Multiple exposures to a word are necessary to learn it well –conceptual, contextual, & definitional.
- Writing definitions from dictionaries is not a recommended practice.
- Relate new words to students' prior knowledge and to other related words when possible.
- Students need to develop the ability to learn new words from the multiple contexts of reading.

*Johnson, D. D. (2001). Vocabulary in the elementary and middle school. Boston, MA: Allyn and Bacon.

Spelling

Students use spelling rules to assist them in determining how to spell unknown words. If a child can spell a word, he or she can usually read the word. Good spellers become better readers and writers.

Spelling instruction helps students understand and utilize the patterns of our written language in their own communications. Effective teachers identify each student's stage of spelling development and offer relevant instruction to move students forward as writers and word solvers.

Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world**.**

Text Comprehension

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina, Massachusetts, Wisconsin, and Georgia.

Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. As they read, good readers are both purposeful and active. They may read to figure out how to use a food processor, for example, or a magazine for entertainment.

Good readers also think actively as they read. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur.

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Organization of Standards

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina, Massachusetts, Wisconsin, and Georgia.

K-5 STANDARDS AND PERFORMANCE INDICATORS

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READING

Reading is a complex process involving word recognition, comprehension, fluency, and motivation. Word recognition refers to the process of recognizing how written symbols correspond to spoken language. Comprehension is the process of making sense of words, sentences and connected text.   Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. Fluent reading encompasses three key elements: *accurate* reading of connected text at a conversational *rate* with appropriate expression (Hudson, Mercer, & Lane, 2000).   Motivation is described as a purpose for reading, interest in the content, and self-efficacy. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading Objectives Include:

- Students will read fluently and confidently a variety of texts for a variety of purposes
- Students will practice the behaviors of effective, strategic readers
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.

http://www.readingrockets.org/helping/target/fluency/
Hudson, R.F., Mercer, C.D., & Lane, H.B. (2000). Exploring reading fluency: A paradigmatic overview. Unpublished manuscript, University of Florida, Gainesville.

Enduring Understandings:

Readers use strategies to construct meaning.
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Readers recognize the power of words to affect meaning.

Thoughtful readers evaluate what they read in a personal and informed way.

Essential Questions:

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a text?
4. Why do readers need to pay attention to a writer's choice of words?
5. How does reading influence readers?
6. Why do readers need to evaluate what they read?

READING LITERATURE- RL

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

NOTE: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Key Ideas and Details

RL.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

K	1	2	3	4	5
a. With prompting and support, ask and answer questions about key details in a	a. Ask and answer questions about key details in a text.	a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how*	a. Ask and answer questions to demonstrate understanding of a	a. Refer to details and examples in a text when explaining what the text says	a. Quote accurately from a text when explaining what the text says explicitly

		to demonstrate understanding of key details in a text.	text, referring explicitly to the text as the basis for the answers.	explicitly and when drawing inferences from the text.	and when drawing inferences from the text.
DOK 1	**DOK 1,2**	**DOK 1,2**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**

_RL.2_. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

K	1	2	3	4	5
a. With prompting and support, retell familiar stories, including key details.	a. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	a. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	a. Recount stories, including fables, folktales, and myths from diverse cultures. b. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	a. Determine a theme of a story, drama, or poem from details in the text. b. Summarize using key details from the text.	a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. b. Summarize using key details from the text
DOK 1	**DOK 1, 2**	**DOK 2**	**DOK 2,3**	**DOK 2,3**	**DOK 2,3**

_RL.3_ Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

K	1	2	3	4	5
a. With prompting and support, identify characters, settings, and major events in	a. Describe characters, settings, and major events in a story, using key	a. Describe how characters in a story respond to major events and	a. Describe characters in a story (e.g., their traits, motivations, or	a. Describe in depth a character, setting, or event in a story or drama, drawing on	a. Compare and contrast two or more characters, settings, or events in a story

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a story.	details.	challenges.	feelings) and explain how their actions contribute to the sequence of events.	specific details in the text (e.g., a character's thoughts, words, or actions).	or drama, drawing on specific details in the text (e.g., how characters interact).
DOK 1	**DOK 1**	**DOK 2**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 2,3**

Craft and Structure

RL.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

K	1	2	3	4	5
a Ask and answer questions about unknown words in a text.	a. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	a. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	a. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures.	a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
DOK 1, 2	**DOK 1, 2**	**DOK 2**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

K	1	2	3	4	5
a. Recognize common types of texts (e.g., storybooks, poems).	a. Explain major differences between books that tell stories and books	a. Describe the overall structure of a story, including describing how the	a. Refer to parts of stories, dramas, and poems when writing or speaking about a	a. Explain major differences between poems, drama, and prose, and refer to	a. Explain how a series of chapters, scenes, or stanzas fits together to

	that give information, drawing on a wide reading of a range of text types.	beginning introduces the story and the ending concludes the action.	text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	provide the overall structure of a particular story, drama, or poem.
DOK 1	DOK 2,3	DOK 2	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3

RL.6 **Assess how point of view or purpose shapes the content and style of a text.**

K	1	2	3	4	5
a. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	a. Identify who is telling the story at various points in a text.	a. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	a. Distinguish their own point of view from that of the narrator or those of the characters.	a. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	a. Describe how a narrator's or speaker's point of view influences how events are described.
DOK 1	DOK 2	DOK 2	DOK 2,3	DOK 3	DOK 2,3,4

Integration of Knowledge and Ideas

RL.7 **Integrate and evaluate content presented in diverse formats and media, including print and digital resources.**

K	1	2	3	4	5
a. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **DOK 2**	a. Use illustrations and details in a story to describe its characters, setting, or events. **DOK 2**	a. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **DOK 2**	a. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **DOK 2,3**	a. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **DOK 2,3,4**	a. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **DOK 2,3,4**

RL.8 **Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

K	1	2	3	4	5
(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

RL.9 **Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

K	1	2	3	4	5
a. With prompting and support, compare and contrast the adventures and	a. Compare and contrast the adventures and experiences of characters in stories.	a. Compare and contrast two or more versions of the same story (e.g., Cinderella stories)	a. Compare and contrast the themes, settings, and plots of stories written by the same author about	a. Compare and contrast the treatment of similar themes and topics and patterns of	a. Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on

experiences of characters in familiar stories.		by different authors or from different cultures.	the same or similar characters (e.g., in books from a series).	events in stories, myths, and traditional literature from different cultures.	their approaches to similar themes and topics.
DOK 2	DOK 2	DOK 3	DOK 3,4	DOK 3,4	DOK 1,2

Range of Reading and Level of Text Complexity						
RL.10 **Read and comprehend complex literary and informational texts independently and proficiently.**

K	1	2	3	4	5
a. Actively engage in group reading activities with purpose and understanding.	a. With prompting and support, read prose and poetry of appropriate complexity for grade.	a. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	a. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band.	a. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	a. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band.
DOK 1	DOK 1	DOK 2	DOK 1,2	DOK 1, 2	DOK 1,2

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READING INFORMATIONAL TEXTS - RI

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

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Key Ideas and Details

RI.1 **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

K	1	2	3	4	5
a. With prompting and support, ask and answer questions about key details in a text. DOK 1	a. Ask and answer questions about key details in a text. DOK 1,2	a. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. DOK 1,2	a. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. DOK 1,2,3	a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 1,2,3	a. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. DOK 1,2,3

RI.2 **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

K	1	2	3	4	5
a. With prompting and support, retell familiar stories, including key details. DOK 1	a. Identify the main topic and retell key details of a text. DOK 1	a. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. DOK 2	a. Determine the main idea of a text; recount the key details and explain how they support the main idea. DOK 1,2,3	a. Determine the main idea of a text and explain how it is supported by key details; summarize the text. DOK 2,3	a. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. DOK 2,3

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RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					
K	**1**	**2**	**3**	**4**	**5**
a. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	a. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	a. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	a. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	a. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	a. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
DOK 2	**DOK 2**	**DOK 2**	**DOK 2,3**	**DOK 1,2,3**	**DOK 1,2,3**

Craft and Structure

RI.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
K	**1**	**2**	**3**	**4**	**5**
a. With prompting and support, ask and answer questions about unknown words in a text.	a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	a. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*	a. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*	a. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*	a. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*
DOK 1	**DOK 1,2**	**DOK 2**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**

RI.5 **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

K	1	2	3	4	5
a. Identify the front cover, back cover, and title page of a book.	a. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	a. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	a. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	a. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	a. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
DOK 1	DOK 1	DOK 1	DOK 1,2	DOK 1,2,3	DOK 2,3,4

RI.6 **Assess how point of view or purpose shapes the content and style of a text.**

K	1	2	3	4	5
a. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	a. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	a. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	a. Distinguish their own point of view from that of the author of a text.	a. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	a. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
DOK 1	DOK 2	DOK 3	DOK 2,3	DOK 3,4	DOK 2,3,4

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

K	1	2	3	4	5
a. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	a. Use the illustrations and details in a text to describe its key ideas	a. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	a. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	a. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	a. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
DOK 2	**DOK 2** .	**DOK 2**	**DOK 2,3**	**DOK 2,3**	**DOK 1,2,3**

RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

K	1	2	3	4	5
a. With prompting and support, identify the reasons an author gives to support points in a text.	a. Identify the reasons an author gives to support points in a text.	a. Describe how reasons support specific points the author makes in a text.	a. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,	a. Explain how an author uses reasons and evidence to support particular points in a text.	a. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and

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			first/second/third in a sequence).		evidence support which point(s).
DOK 2	DOK 2	DOK 2	DOK 2	DOK 2,3	DOK 2,3,4

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

K	1	2	3	4	5
a. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	a. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	a. Compare and contrast the most important points presented by two texts on the same topic.	a. Compare and contrast the most important points and key details presented in two texts on the same topic.	a. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	a. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
DOK 2,3	DOK 3	DOK 3	DOK 3	DOK 3,4	DOK 2,3,4

Range of Reading and Level of Text Complexity

RI.10 Read and comprehend complex literary and informational texts independently and proficiently.

K	1	2	3	4	5
a. Actively engage in group reading activities with purpose and understanding.	a. With prompting and support, read informational texts appropriately complex for grade 1.	a. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with	a. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band	a. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with	a. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band

		scaffolding as needed at the high end of the range.	independently and proficiently.	scaffolding as needed at the high end of the range.	independently and proficiently.
DOK 1,2	DOK 1	DOK 2	DOK 1,2	DOK 1,2	DOK 1,2

READING FOUNDATIONAL SKILLS- RF

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Print Concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

K	1	2	3	4	5
a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. DOK 1	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). DOK 1	NA	NA	NA	NA

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Phonological Awareness					
RF.2 **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**					
K	**1**	**2**	**3**	**4**	**5**
a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. DOK 1	a. Distinguish long from short vowel sounds in spoken single-syllable words. b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). DOK 1	NA	NA.	NA	NA

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina, Massachusetts, Wisconsin, and Georgia.

Phonics and Word Recognition					
RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.					
K	**1**	**2**	**3**	**4**	**5**
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate	a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

K	1	2	3	4	5
	irregularly spelled words.				
DOK 1	DOK 1	DOK 1	DOK 1	DOK 2	DOK 2

<div align="center">***Fluency***</div>

RF.4 **Read with sufficient accuracy and fluency to support comprehension.**

K	1	2	3	4	5
a. Read emergent-reader texts with purpose and understanding.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOK 1	DOK 1	DOK 1	DOK 1,2	DOK 1,2	DOK 1,2

Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

Writing objectives include:
- Students will write for a variety of purposes (narrative, informative, and persuasive).
- Students will write on a variety of tasks and for many different audiences.
- Students will write from a variety of stimulus materials (e.g., prompts, visuals), with opportunities for choice, and within various time constraints.
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.
- Students will value writing as a communicative activity.

ENDURING UNDERSTANDINGS:

Writers have a purpose for writing.
Writers gather their ideas from personal experience, observations, reading, and imagination.
Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Writing is a multi-stage process.
Writing is a reflective process.

ESSENTIAL QUESTIONS:

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina, Massachusetts, Wisconsin, and Georgia.

1. Why do writers write?
2. How do good writers express themselves?
3. How do writers develop a well-written product?
4. How does process shape the writer's product?
5. How does each step in the writing process impact your writing?
6. How can writing be evaluated?
7. How can evaluation and reflection be used to improve writing?

WRITING- W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purposes

W.1 **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

K	1	2	3	4	5
a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	a. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	a. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	a. Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are	a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically

			that support the opinion. • Use linking words and phrases (e.g., b*ecause*, *therefore*, *since*, *for example*) to connect opinion and reasons. • Provide a concluding statement or section.	grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). • Provide a concluding statement or section related to the opinion presented.	grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). • Provide a concluding statement or section related to the opinion presented.
DOK 1,2	**DOK 2**	**DOK 2,3**	**DOK 3,4**	**DOK 3,4**	**DOK 3,4**

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Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina, Massachusetts, Wisconsin, and Georgia.

W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

K	1	2	3	4	5
a. Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic.	a. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses e.g., *in contrast*, e*specially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a

				e. Provide a concluding statement or section related to the information or explanation presented.	concluding statement or section related to the information or explanation presented.
DOK 1	**DOK 2**	**DOK 2,3**	**DOK 3,4**	**DOK 3,4**	**DOK 3,4**

W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

K	1	2	3	4	5
a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	a. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	a. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to

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K	1	2	3	4	5
			words and phrases to signal event order. d. Provide a sense of closure.	transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
DOK 2,3	DOK 2,3	DOK 2,3	DOK 3,4	DOK 3,4	DOK 3,4

W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

K	1	2	3	4	5
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	a. With guidance and support from adults, produce writing in which the development and	a. Produce clear and coherent writing in which the development and organization are	a. Produce clear and coherent writing in which the development and organization are

| | | | organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOK 3,4 | appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOK 3,4 | appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOK 3,4 |

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Production and Distribution of Writing

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W.5 **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

K	1	2	3	4	5
a. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

DOK 2,3 | a. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

DOK 2,3 | a. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

DOK 2,3 | a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1–3 up to and including grade 3.)

DOK 1,2,3,4 | a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1–3 up to and including grade 4.)

DOK 1,2,3,4 | a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Foundation standards 1–3 up to and including grade 5.)

DOK 1,2,3,4 |

W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
K	**1**	**2**	**3**	**4**	**5**
a. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **DOK 1,2**	a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **DOK 2**	a. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **DOK 2**	a. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **DOK 1,2**	a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **DOK 1,2**	a. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **DOK 1,2**
W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
K	**1**	**2**	**3**	**4**	**5**
a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	a. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence	a. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science	a. Conduct short research projects that build knowledge about a topic.	a. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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of instructions).	observations).				
DOK 2	**DOK 2,3**	**DOK 2,3**	**DOK 1,2,3,4**	**DOK 3,4**	**DOK 3,4**

W.8 **Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

K	1	2	3	4	5
a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	a. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	a. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	a. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
DOK 1,2	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

W.9 **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

K	1	2	3	4	5
Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	Begins in Grade 4	a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

K	1	2	3	4	5
				b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). **DOK 2,3**	b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). **DOK 2,3**

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Range of Writing

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W.10 **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

K	1	2	3	4	5
Begins in Grade 3	Begins in Grade 3	Begins in Grade 3	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **DOK 1,2,3.4**	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **DOK 1,2,3.4**	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **DOK 2,3,4**

Listening and Speaking

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing. Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly-complex information, ideas, and evidence through listening and speaking.

Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

• Participate in age appropriate activities involving listening and speaking.
• Speak clearly with volume appropriate to the setting.
• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
• Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
• Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
• Identify and express physical sensations, mental states, and emotions of self and others.
• Understand and use language to express spatial and temporal relationships (*up*, *down*, *first*, *last*, *before*, *after*, etc.).
• Understand and use narrative language to describe people, places, things, locations, events, actions.
• Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap"

Pence, K. L., and L. M. Justice. 2007. *Language development from theory to practice.* Upper Saddle River, NJ: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. Listening and reading. In *Handbook of reading research*, eds. Pearson et al., 1:293–317. White Plains, NY: Longman.

Enduring Understandings

Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
Listening skills are critical for learning and communicating.
Effective listeners are able to interpret and evaluate increasingly complex messages.

A speaker selects a form and an organizational pattern based on the audience and purpose.
A speaker's choice of words and style set the tone and define the message.

Essential Questions

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?
3. How do you listen?
4. What impact does listening have?
5. How do you speak effectively?
6. How does the choice of words affect the speaker's message and the listener's response?

Listening and Speaking - LS

Students use speaking, listening, and information literacy to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Comprehension and Collaboration

LS.1 **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

K	1	2	3	4	5
a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. • Follow agreed-	a. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for	a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. • Follow agreed-upon rules for	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own

upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.	discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by responding to the comments of others through multiple exchanges. • Ask questions to clear up any confusion about the topics and texts under discussion.	discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion.	clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, peaking one at a time about the topics and texts under discussion). • Ask questions to check understanding of information	clearly. • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	clearly. • .Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed

K	1	2	3	4	5
			presented, stay on topic, and link their comments to the remarks of others. • Explain their own ideas and understanding in light of the discussion.	• Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	and draw conclusions in light of information and knowledge gained from the discussions.
DOK 2	DOK 2,3	DOK 2,3	DOK 1,2,3,4	DOK 1,2,3	DOK 1,2,3,4

LS.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

K	1	2	3	4	5
a. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	a. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	a. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOK 2	DOK 1,2	DOK 1,2	DOK 1,2	DOK 2,3	DOK 2,3

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LS.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.					
K	**1**	**2**	**3**	**4**	**5**
a. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	a. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	a. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	a. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	a. Identify the reasons and evidence a speaker provides to support particular points.	a. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
DOK 2	**DOK 1,2**	**DOK 2**	**DOK 1,2**	**DOK 1,2**	**DOK 2,3**

Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					
K	**1**	**2**	**3**	**4**	**5**
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	a. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
DOK 1	**DOK 1,2**	**DOK 1,2**	**DOK 1,2,3,4**	**DOK 1,2,3**	**DOK 1,2,3**

LS.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.					
K	**1**	**2**	**3**	**4**	**5**
a. Add drawings or other visual displays to descriptions as desired to provide additional detail. **DOK 2**	a. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings. **DOK 2,3**	a. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **DOK 1,2**	a. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **DOK 2,3**	a. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **DOK 2,3**	a. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **DOK 2,3**

LS.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

K	1	2	3	4	5
a. Speak audibly and express thoughts, feelings, and ideas clearly.	a. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Foundations standards 1 and for specific expectations.)	a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Foundations standards 1 and 3 for specific expectations.)	a. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Foundations standards 1 and 3 for specific expectations.)	a. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Foundations standards 1 and 3 for specific expectations.)	a. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 5 Language Foundations standards 1 and 3 for specific expectations.)
DOK 1,2	**DOK 1**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

Language Foundation

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language strand includes the essential "rules" of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read

and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

ENDURING UNDERSTANDINGS:

Written communication and mechanics promote fluency of communication.
Rules, conventions of language, help readers understand what is being communicated.
Words powerfully affect meaning.
People communicate through words.
Conventional spelling promotes common understanding.
Using proper form in sentence and paragraph composition expresses and clarifies thoughts.

ESSENTIAL QUESTIONS:

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your reader?

LANGUAGE FOUNDATIONS -L

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Conventions of Standard English					
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
K	**1**	**2**	**3**	**4**	**5**
a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g.,	a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myseL, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie;*	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose	a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g*., I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

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K	1	2	3	4	5
	and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	*The little boy watched the movie; The action movie was watched by the little boy*).	between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).	
DOK 1	DOK 1	DOK 1,2	DOK 1,2	DOK 1,2	DOK 1,2

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

K	1	2	3	4	5
a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize the	a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize dates	a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Capitalize	a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives.	a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a	a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes*

first word in a sentence and the pronoun *I*. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	and names of people. • Use end punctuation for sentences. • Use commas in dates and to separate single words in a series. • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	holidays, product names, and geographic names. • Use commas in greetings and closings of letters. • Use an apostrophe to form contractions and frequently occurring possessives. • Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
DOK 1	DOK 1	DOK 1	DOK 1	DOK 1	DOK 1

Knowledge of Language

L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

K	1	2	3	4	5
Begins in Grade 2	Begins in Grade 2	a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Compare formal and informal uses of English.	a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
		DOK 1	DOK 2	DOK 2	DOK 2,3,4

Vocabulary Acquisition and Use

L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

K	1	2	3	4	5
a. Determine or clarify the meaning of unknown and multiple-meaning	a. Determine or clarify the meaning of unknown and multiple-meaning	a. Determine or clarify the meaning of unknown and multiple-meaning	a. Use sentence-level context as a clue to the meaning of a word or phrase.	a. Use context (e.g., definitions, examples, or restatements in text)	a. Use context (e.g., cause/effect relationships and comparisons in

words and phrases based on *kindergarten reading and content.* • Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). • Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Use frequently occurring affixes as a clue to the meaning of a word. • Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. *happy/unhappy, tell/retell*). • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). • Use knowledge of the meaning of individual words to predict	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *Agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

K	1	2	3	4	5
		the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). • Use glossaries and beginning Dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.			
DOK 1,2	DOK 2	DOK 2	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3

L.5 Demonstrate understanding of word relationships and nuances in word meanings.

K	1	2	3	4	5
a. With guidance and support from adults, explore word relationships and nuances in word meanings. • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts	a. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. • Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts	a. Demonstrate understanding of word relationships and nuances in word meanings. • Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).	a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades	a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of	a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words

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the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). • Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	the categories represent. • Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). • Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). • Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	• Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	(e.g., synonyms, antonyms, homographs) to better understand each of the words.

DOK 1,2	DOK 2	DOK 2	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3

L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

K	1	2	3	4	5
a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	a. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
DOK 1,2	DOK 1,2	DOK 2	DOK 1,2	DOK 1,2	DOK 1,2

English Language Arts Standards
Grades 6-12

Reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading objectives include:
- Students will locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
- Students will demonstrate understanding of new vocabulary and concepts and use them accurately in reading, speaking, and writing.
- Students will describe, analyze, and evaluate information within and across literary and other texts from a variety of cultures and historical periods.
- Students will explain how literary and other texts evoke personal experience and reveal character in particular historical circumstances.

Enduring Understandings:

Readers use strategies to construct meaning.
Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
Strategic readers can develop, select, and apply strategies to enhance their comprehension.
Words powerfully affect meaning.
Readers develop a deeper understanding through reflection of text.

Essential Questions:

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a text?
4. Why do readers need to pay attention to a writer's choice of words?
5. How does reading influence us?
6. Why do we need to evaluate what we read?

READING LITERATURE- RL

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina Massachusetts, Wisconsin, and Georgia).

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NOTE: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These skills are basic components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need continued practice and greater exposure to more complex texts. Struggling readers will require more practice with support from the teacher at appropriate text levels. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Key Ideas and Details

RL.1 **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

6	7	8	9-10	11-12
a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
DOK 1,2,3	DOK 1,2,33	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3

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RL.2 **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

6	7	8	9-10	11-12
a. Determine a theme or central idea of a text and how it is conveyed through particular details. b. Provide a summary of the text distinct from personal opinions or judgments. **DOK 2,3**	a. Determine a theme or central idea of a text and analyze its development over the course of the text. b. Provide an objective summary of the text. **DOK 2,3**	a. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Provide an objective summary of the text. **DOK 2,3**	a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text. **DOK 2,3**	a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. b. Provide an objective summary of the text. **DOK 2,3,4**

RL.3 **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

6	7	8	9-10	11-12
a. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot progresses. **DOK 2,3**	a. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). **DOK 2,3**	a. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. **DOK 2,3**	a. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **DOK 2,3**	a. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **DOK 2,3,4**

Craft and Structure

RL.4 **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

6	7	8	9-10	11-12
a. Determine the meaning of words and phrases as	a. Determine the meaning of words and phrases	a. Determine the meaning of words and phrases	a. Determine the meaning of words and phrases as they are	a. Determine the meaning of words and phrases as they are

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they are used in a text, including figurative and connotative meanings. b. Analyze the impact of a specific word choice on meaning and tone.	as they are used in a text, including figurative and connotative meanings. b. Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	as they are used in a text, including figurative and connotative meanings. b. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	used in the text, including figurative and connotative meanings b. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	used in the text, including figurative and connotative meanings b. Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
DOK 1,2,3	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3,4	DOK 1,2,3

RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6	7	8	9-10	11-12
a. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	a. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	a. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	a. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	a. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
DOK 2,3	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

RL.6 Assess how point of view or purpose shapes the content and style of a text.

6	7	8	9-10	11-12
a. Explain how an author develops the point of view of the narrator or speaker in a text.	a. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	a. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic	a. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a	a. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant

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		irony) create such effects as suspense or humor.	wide reading of world literature.	(e.g., satire, sarcasm, irony, or understatement).
DOK 2,3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

Integration of Knowledge and Ideas

RL.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

6	7	8	9-10	11-12
a. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	a. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	a. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	a. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	a. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

RL.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence

6	7	8	9-10	11-12
Not applicable to Literature	Not applicable to Literature	Not applicable to Literature	Not applicable to Literature	Not applicable to Literature

RL.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

6	7	8	9-10	11-12
a. Compare and contrast texts	a. Compare and contrast a	a. Analyze how a modern	a. Analyze how an author	a. Demonstrate knowledge of

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| in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

DOK 3,4
. | fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

DOK 3,4 | work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works including describing how the material is rendered new.
DOK 3,4 | draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or how a later author draws on a play by Shakespeare).
DOK 3,4 | eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

DOK 3,4 |

Range of Reading and Level of Text Complexity

RL.10 **Read and comprehend complex literary and informational texts independently and proficiently.**

6	7	8	9-10	11-12
a. By the end of the year, read proficiently and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band , with scaffolding as needed at the high end of the range.	a. By the end of the year, read proficiently and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band, with scaffolding as needed at the high end of the range.	a. By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band.	a. By the end of grade 9, read independently and proficiently and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band.	a. By the end of grade 11, read independently and proficiently and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band.
DOK 1,2	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

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Key Ideas and Details

RI.1 **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

6	7	8	9-10	11-12
a. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **DOK 1,2,3**	a. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **DOK 1,2,3**	a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **DOK 1,2,3**	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **DOK 1,2,3**	a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **DOK 1,2,3**

RI.2 **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

6	7	8	9-10	11-12
a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide a summary of the text distinct from personal opinions or judgments.	a. Determine a central idea of a text and analyze its development over the course of the text. b. Provide an objective summary of the text.	a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Provide an objective summary of the text.	a. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text.	a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. b. Provide an objective summary of the text.
DOK 2,3	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 2,3**	**DOK 2,3,4**

RI.3 **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

6	7	8	9-10	11-12
a. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	a. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	a. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	a. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	a. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
DOK 2,3,4	**DOK 2,3**	**DOK 2,3**	**DOK 2,3**	**DOK 2,3**

Craft and Structure

RI.4 **Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative**

meanings, and analyze how specific word choices shape meaning or tone.

6	7	8	9-10	11-12
. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	a. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
DOK 1,2,3	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3	DOK 1,2,3

RI.5 **Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.**

6	7	8	9-10	11-12
a Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	a. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	a. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	a. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	a. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
DOK 2,3	DOK 2,3	DOK 2,3	DOK 2,3	DOK 2,3,4

RI.6 **Assess how point of view or purpose shapes the content and style of a text.**

6	7	8	9-10	11-12

a. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **DOK 2,3**	a. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **DOK 2,3**	a Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints **DOK 2,3**	a. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **DOK 2,3,4**	a. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **DOK 2,3,4**

Integration of Knowledge and Ideas

RI.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.

6	7	8	9-10	11-12
a. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **DOK 3,4**	a. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **DOK 3,4**	a. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **DOK 3,4**	a. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **DOK 3,4**	a. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **DOK 3,4**

RI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

6	7	8	9-10	11-12
a. Delineate and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient. b. Recognize when irrelevant evidence is introduced.	a. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. b. Identify false statements and fallacious reasoning.	a. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes,

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				and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).
	DOK 2,3,4	DOK 2,3,4	DOK 2,3,4	DOK 2,3,4

RI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

6	7	8	9-10	11-12
a Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	a. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	a. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	a. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	a. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 2,3

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Range of Reading and Level of Text Complexity				
RI.10 Read and comprehend complex literary and informational texts independently and proficiently.				
6	**7**	**8**	**9-10**	**11-12**
a. By the end of the year, read proficiently and comprehend literary nonfiction in the grades 6–8 text complexity band, with scaffolding as needed at the high end of the range.	a. By the end of the year, read proficiently and comprehend literary nonfiction in the grades 6–8 text complexity band, with scaffolding as needed at the high end of the range.	a. By the end of the year, read independently and proficiently and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band.	a. By the end of grade 9, read independently and proficiently and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band.	a. By the end of grade 11, read independently and proficiently and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11 –CCR text complexity band.
DOK 1,2	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

READING FOUNDATIONAL SKILLS- RF

These skills represent key learnings in grades K-5 and generally do not apply to grades 6-8.

Writing

The fundamental aim of writing is to communicate. However, its purpose, audience, form, and subject matter vary according to the specific writing situation. Good writers can communicate well in a range of situations. They can perform a variety of writing tasks, ranging from business letters to stories, reports, and essays. To become good writers students need expert instruction, frequent practice, and constructive feedback. The National Council of Teachers of English Commission on Composition noted that writing is a powerful instrument of thought. In the act of composing, writers learn about themselves and their world and communicate their insights to others. Writing fosters the power to grow personally and to effect change in the world.

Writing objectives include:
- Students will write for a variety of purposes (e.g., narrative, informative, and persuasive).
- Students will write on a variety of tasks and for many different audiences (e.g., story based on a poem, reporting to a school committee, and a letter to the editor).
- Students will write from a variety of stimulus materials and within various time constraints. (e.g., respond to photographs, cartoons, charts, letters, and dialogue).
- Students will generate, draft, revise, and edit ideas and forms of expression in their writing.
- Students will display effective choices in the organization of their writing. They should include detail to illustrate and elaborate their ideas and use appropriate conventions of written English.

2007 NAEP Writing Framework
nces.ed.gov/nationsreportcard/writing/whatmeasure.asp

ENDURING INDERSTANDINGS:

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Writers have a purpose for writing.
Writing is a multi-stage process.
Writing is a reflective process.

ESSENTIAL QUESTIONS:

1. Why do writers write?
2. How do good writers express themselves?
3. How do writers develop a well-written product?

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4. How does process shape the writer's product?
5. How does each step in the writing process impact your writing?
6. How can writing be evaluated?
7. How can evaluation and reflection be used to improve writing?

WRITING-W

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Text Type and Purpose

W.1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

6	7	8	9-10	11-12
a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that

statement or section that follows from the argument presented.	evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

6	7	8	9-10	11-12
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast,	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition,	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting

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and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or

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				the significance of the topic).
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3 ,4
.				

W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

6	7	8	9-10	11-12
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and

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narrated experiences or events.	follows from and reflects on the narrated experiences or events.	capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	what is experienced, observed, or resolved over the course of the narrative.	sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

Production and Distribution of Writing

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6	7	8	9-10	11-12
a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4	DOK 3,4

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6	7	8	9-10	11-12
a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	a. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	a. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

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approach. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grade 6 **DOK 1,2,3,4**	a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grade 7 **DOK 1,2,3,4**	a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grade **DOK 1,2,3,4**	significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grades 9–10.) **DOK 1,2,3,4**	significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language Foundations standards 1–3 up to and including grades 11–12.) **DOK 1,2,3,4**

W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6	7	8	9-10	11-12
a. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **DOK 1,2**	a. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. **DOK 1,2**	a. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **DOK 1,2**	a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **DOK 1,2**	a. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **DOK 1,2**

Research to Build and Present Knowledge

W.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

6	7	8	9-10	11-12
a. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and	a. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused	a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize	a. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize

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	investigation.	questions that allow for multiple avenues of exploration.	multiple sources on the subject, demonstrating understanding of the subject under investigation.	multiple sources on the subject, demonstrating understanding of the subject under investigation.
DOK 3,4	DOK 2,3,4	DOK 2,3,4	DOK 2,3,4	DOK 2,3,4

W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

6	7	8	9-10	11-12
a. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	a. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

6	7	8	9-10	11-12
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy	a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths,	a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or	a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of

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stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
DOK 2,3,4	**DOK 2.3,4**	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 2,3,4**

Range of Writing

W. 10. **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

6	7	8	9-10	11-12
a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and	a. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

purposes, and audiences.	tasks, purposes, and audiences.	tasks, purposes, and audiences.	audiences.	audiences.
DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4	DOK 1,2,3,4

Listening and Speaking

Besides being an essential aspect of communication, listening and speaking are necessary fundamentals of reading and writing. Research shows that oral language competence is a strong indicator of how easily students learn to read and write (Pence and Justice, 2007). Students should be able to acquire, evaluate, and present increasingly-complex information, ideas, and evidence through listening and speaking.

Listening and speaking skills are ones that must be explicitly taught. In order for students to be college and career ready, they must have the skills of collaboration, discussion, and problem solving as never before. An important focus of listening and speaking is performance in diverse academic settings—including one-on-one, small-group, and whole-classroom. Although formal presentations are important for communication, informal discussions that take place as students collaborate to answer questions, build understanding, and solve problems are critical as well.

• Participate in age appropriate activities involving listening and speaking.
• Speak clearly with volume appropriate to the setting.
• Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.
• Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
• Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age.
• Identify and express physical sensations, mental states, and emotions of self and others.
• Understand and use language to express spatial and temporal relationships (*up*, *down*, *first*, *last*, *before*, *after*, etc.).
• Understand and use narrative language to describe people, places, things, locations, events, actions.
• Understand and use common sayings and phrases such as "Better safe than sorry" and "Look before you leap"

Pence, K. L., and L. M. Justice. 2007. *Language development from theory to practice.* Upper Saddle River, NJ: Prentice-Hall; Sticht, T. G., and J. H. James. 1984. Listening and reading. In *Handbook of reading research*, eds. Pearson et al., 1:293–317. White Plains, NY: Longman.

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Enduring Understandings

Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.
Listening skills are critical for learning and communicating.
Effective listeners are able to interpret and evaluate increasingly complex messages.
A speaker selects a form and an organizational pattern based on the audience and purpose.
A speaker's choice of words and style set the tone and define the message.

Essential Questions

1. How does a speaker communicate so others will listen and understand the message?
2. How does a listener understand a message?
3. How do you listen?
4. What impact does listening have?
5. How do you speak effectively?
6. How does the choice of words affect the speaker's message and the listener's response?

LISTENING AND SPEAKING- LS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Comprehension and Collaboration

LS.1 **Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

6	7	8	9-10	11-12
a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on	a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse

grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 3. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. 4. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 4. Acknowledge new information expressed by others and, when warranted, modify their own views.	grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. 1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. 3. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and	partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 1. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas . 2. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 3. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 4. Respond thoughtfully to

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6	7	8	9-10	11-12
			conclusions. 4. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOK 1,2,3	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**

LS. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

6	7	8	9-10	11-12
a. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	a. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	a. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, Quantitatively, orally) evaluating the credibility and accuracy of each source.	a. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
DOK 2,3,4	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 3,4**

LS.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

6	7	8	9-10	11-12
a. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	a. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	a. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	a. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	a. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
DOK 2,3	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 2,3,4**	**DOK 2,3,4**

Presentation of Knowledge and Ideas

LS.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

6	7	8	9-10	11-12
a. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.	a. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	a. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
DOK 1,2,3	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**	**DOK 1,2,3**

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LS.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6	7	8	9-10	11-12
a. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	a. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	a. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	a. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
DOK 2,3	**DOK 2,3**	**DOK 2,3**	**DOK 2,3**	**DOK 1,2,3**

LS.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6	7	8	9-10	11-12
a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3)	a. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	a. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)
DOK 1,2	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

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Language Foundation Skills

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively.

The Language Foundation Skills include the essential "rules" of standard written and spoken English. To ensure development of effective reading and writing, students must gain an understanding of the conventions of language. Explicit teaching of the features of language enables students to describe how language works, to make meaning as they read and to be able to use language to make meaning as they write. Knowledge about the conventions of language is critical and must be supported by practical implementation of students' knowledge and skills as they construct meaning.

Language skills are essential tools not only because they serve as the necessary basis for further learning but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation.

ENDURING UNDERSTANDINGS:

Written communication and mechanics promote fluency of communication.
Rules, conventions of language, help readers understand what is being communicated.
Words powerfully affect meaning.
People communicate through words.
Conventional spelling promotes common understanding.
Using proper form in sentence and paragraph composition will help us clarify and express our thoughts.

ESSENTIAL QUESTIONS:

1. What is the purpose of applying grammar and mechanic skills?
2. How do rules of language affect communication?
3. How does word choice affect meaning?
4. Why is it important to spell correctly?
5. How can you write paragraphs to make a clear picture for your reader?

LANGUAGE FOUNDATION -LF

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

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Conventions of Standard English

LF.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

6	7	8	9-10	11-12
a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
DOK 1	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**	**DOK 1,2**

LF. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

6	7	8	9-10	11-12
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). b. Spell correctly.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	a. Observe hyphenation conventions b. Spell correctly
DOK 1	**DOK 1**	**DOK 1**	**DOK 1**	**DOK 1**

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Knowledge of Language				
LF. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				
6	**7**	**8**	**9-10**	**11-12**
a. Vary sentence patterns for meaning, reader/ listener interest and style. b. Maintain consistency in style and tone.	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
DOK 2,3	**DOK 1,2,3**	**DOK 2,3**	**DOK 1,2,3**	**DOK 1,2,3**

Vocabulary Acquisition and Use				
LF. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.				
6	**7**	**8**	**9-10**	**11-12**
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries,	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference

| thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOK 1,2 | specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOK 1,2 | specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOK 1,2 | materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOK 1,2 | materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOK 1,2 |

LF. 5. Demonstrate understanding of word relationships and nuances in word meanings.

6	7	8	9-10	11-12
a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). **DOK 1,2,3**	a. Interpret figures of speech (e.g., literary, religious works, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **DOK 1,2,3**	a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **DOK 1,2,4**	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. **DOK 2,3**	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. **DOK 2,3**

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina Massachusetts, Wisconsin, and Georgia).

LF. 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
6	**7**	**8**	**9-10**	**11-12**
a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **DOK 1,2**	a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **DOK 1,2**	a. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **DOK 1,2**	a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **DOK 1,2**	a. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **DOK 1,2**

Adapted from the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO Common Core, American Diploma Project Network, and the following state departments of education: Utah, Maine, North Carolina Massachusetts, Wisconsin, and Georgia).

ENGLISH LANGUAGE ARTS GLOSSARY

Standards-Based Glossary

Accountability: The notion that people (e.g., teachers, administrators) or an organization (e.g., a school, school district, state department of education) are held responsible for improving student achievement

Alignment: The degree to which assessments, curriculum, instruction, instructional materials, professional development, and accountability systems reflect and reinforce the educational program's objectives and standards

Assessment: The measurement of knowledge, skills and beliefs to determine the level of student achievement in a particular content area (e.g., performance-based assessments, written exams, quizzes)

Benchmark: A description of a specific level of student achievement expected of students at particular developmental levels, or during a specific point in the school year

Benchmark assessment: Interim assessments administered periodically to measure students' mastery of standards-based curriculum objectives

Best practice: A technique or methodology that has been proven to reliably lead to a desired result through research and experience

Big idea: Key generalization or enduring understanding that students will take with them after the completion of a learning unit

Cause data: Information based on actions of the adults

Common assessments: A broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative

Common formative assessments (CFA): Assessments that are the same across a grade level and/or content area, are used to inform and adjust instruction, and are not used to evaluate student progress for a grade

Curriculum: Guaranteed course of study and learning objectives that integrates standards, instructional strategies, materials, and assessments to ensure that all students are able to achieve standards…… the what when and how

Curriculum-based measures (CBMs): Measures for ongoing monitoring of students' progress through a curriculum

Curriculum framework: The framework for a content area or developmental level (i.e. early childhood) provides the guidelines for PK–12 student learning.

Cut Points: Cutoff scores on common benchmark assessments; cut points specify the score at or below which students would be considered for interventions

Data-Driven Decision Making (DDDM): A process by which district leaders, school leaders, teachers and parents review cause and effect data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively impact student achievement

Data teams: Teams of educators that participate in collaborative, structured, scheduled meetings which focus on the effectiveness of teaching as determined by student achievement. Data Teams adhere to continuous improvement cycles, analyze trends, and determine strategies to facilitate analysis that results in action. Data Teams can occur at the state, district, school, and instructional level

Data team leader: educator who is responsible for leading the data team. Responsibilities may include facilitating meetings, communicating work to the larger community, focusing discussions around data, challenging assumptions, establishing meeting agendas, meeting monthly with principal and other Data Team leaders, and championing the work of data-driven decision making

Differentiated instruction (DI): An approach to teaching that emphasizes ways to meet the differing needs and learning styles of students within the general education setting, for example, through the use of flexible small groups, different instructional materials, or different ways of presenting the same content

Effect data: Student achievement results from various measurements

Effective Teaching Strategies (ETS): nine categories of research-based instructional strategies that were identified to be most effective in a meta-analysis conducted by Marzano, Pickering & Pollock (2001). They include: identifying similarities and difference, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations,

cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues questions and advance organizers

Essential Question: open-ended questions with emotive force that invite students into the learning process and establish a learning goal of being able to answer the essential question with a big idea at the end of an instructional unit

Fidelity of implementation: use and delivery of curricula, instructional strategies, behavioral systems, and interventions in the manner they were designed and intended to be used (e.g., adhering to the treatment time and key features required for a particular intervention)

Formative assessment: process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction, and are not used to evaluate student progress for a grade

Grade level expectations (GLE) also called Performance Indicators: a description of what students should know and be able to do at the end of a grade level

Holistic accountability: a system that includes not only academic achievement scores, but also specific information on curriculum, teaching and leadership practices. It includes a balance of quantitative and qualitative indicators focuses on the progress of individual students.

Horizontal data team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level

Instructional data team: team of educators that are responsible for data analysis and instructional/curricular decision-making for a particular grade level (horizontal team) or content area across grade levels (vertical team); they include school leaders, specialists, and behavioral/mental health personnel. Common formative assessment data and samples of student work are analyzed to identify strengths and weaknesses in student learning and determine what adult actions and instructional strategies will best address students and learning objectives. The team reconvenes to analyze the effectiveness of the selected strategies as determined by common summative assessments

Looking at Student Work (LASW): the collaborative analysis of student work by educators, using a structured protocol, to inform instruction; it is an integral component of a Data Team process

Model for curriculum: The model for curriculum provides guidance for district curriculum development by including instructional resources aligned with the GLE's. These resources could include sample learning activities, lesson plans, literacy and technology applications, etc.

National Norms: average patterns of performance defined in relation to a national population

Pacing Guide: The pacing guide provides sequenced grade level expectations over a school year.

Performance-based assessment (PBA): An assessment of student learning that calls for a demonstration and/or application of learned content that is integrated into lessons

Professional Learning Community (PLC): Collegial group of educators who are united in their commitment to continuous adult and student learning, work and learn collaboratively to realize a common mission, visit and review other classrooms, and participate in decision making

Progress Monitoring: Regularly using data to track students' progress toward a goal, or a school or district's progress toward a goal for increased student achievement

Progressions:

Reciprocal Accountability: "If the district (or state) is to hold schools accountable for producing specific outcomes frothier students, the district (or state) has the responsibility to provide those schools with the resources (human, material and intellectual) and the conditions necessary to produce those outcomes" (Elmore in Hess, 2006, p.119)

Response to Intervention (RtI): Please see Scientific Research-Based Interventions

Results Indicators: Describes the specific behaviors (both student and adult) that the Data Team expects to see as a result of implementing agreed-upon strategies. Results indicators help Data Teams to determine whether or not the strategies, if implemented with fidelity, are working prior to a summative assessment so that mid-course corrections can be made

Rubric: Scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product, or project

School Climate: The nature of the interrelationships among the people in the school community physically, emotionally and intellectually; how the people within the school community treat one another (adult to adult interactions, adult and student interactions and student to students interactions) through their actions, verbal and non-verbal exchanges, tone of voice and the use/abuse of inherent power advantages

School Data Team: Team of school educators, including the principal, teacher representatives, and behavioral/mental support staff, who meet monthly to monitor the implementation and efficacy of the school improvement plan, and monitor the progress of Instructional Data Teams to make curriculum and policy decisions

SMART goal: A goal that is specific, measurable, achievable, relevant/realistic, time-bound (e.g.,

Standards: Statements which define what students should know and be able to do by the end of Grade 12 .

Summative assessment: Assessments that are employed mainly to assess cumulative student learning at a particular point in time

UNIVERSAL DESIGN FOR LEARNING (UDL): A framework for ensuring that all students have the opportunity to learn by designing curriculum, instruction, and assessment – from the beginning – to be accessible and equitable to the widest possible number of students.

WEB'S DEPTH OF KNOWLEDGE (DOK): Categorizes learning into four levels: Level 1, recall and reproductions; level 2, skills and concepts; level 3, strategic thinking/reasoning; and level 4, extended thinking. Similar to Bloom's Taxonomy

Differences Between Standards-Based and Norm-Referenced Systems

Norm-Referenced	Standards-Based
Believe some students are naturally smarter than others.	Believe virtually all students can "get smart" through effort.
Content subject matter varies with different groups of students.	Content subject matter is the same for all groups of students.
Assessments compare what students know to what other students know.	Assessments compare what students know to standards and benchmarks.
No objective criteria to deploy resources -- students who need the most often get the least.	Resources are deployed as needed for all students to meet standards -- students who need more get more.
Professional development episodic -- one-time workshops.	Professional development focuses on improving instruction so all students meet standards.

"The standards come alive when teachers study student work, collaborate with other teachers to improve their understanding of subjects and students' thinking, and develop new approaches to teaching that are relevant and useful for them and their students" - Linda Darling-Hammond, 1997

"Academic standards are a fair and effective way to give students the 'rules of the game' when they are in school. By comparing your child's performance to a fixed standard, parents, children, and teachers all know precisely what is expected. Every time the child attempts a task, the performance is compared to the standard—not to the performance of other children. The most important advantages for children and their parents are fairness, clarity and improved student learning." (from Prisoners of Time, National Education Commission on Time and Learning)

ELA Content Glossary

Accuracy (part of fluency): The ability to recognize words correctly

Active listening: A series of actions that students take to make meaning while listening such as facing and looking at the speaker; observing the speaker's facial expressions, body language and gestures; attending to the tone, volume, pace and use of silences to detect the speaker's mood; letting the speaker finish without interruption; asking questions to summarize and clarify ideas; encouraging the speaker with nods, smiles and gestures; and responding to questions and directions.

Affix: Word parts that are "fixed to" either the beginnings of words (prefixes) or the endings of words (suffixes).   The word disrespectful has two affixes, a prefix (dis-) and a suffix (-ful).

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

Alphabetic Principle: The concept that letters and letter combinations represent individual phonemes in written words. The basic idea that written language is a code in which letters represent the sounds in spoken words.

Analogy: Comparing two sets of words to show some common similarity between the sets. When done as a vocabulary exercise this requires producing one of the words (e.g., cat is to kitten: as dog is to _____?).

Antonym: A word opposite in meaning to another word.

Automaticity: Reading without conscious effort or attention to decoding. With practice and good instruction, students become automatic at word recognition, that is, retrieving words from memory, and are able to focus attention on constructing meaning from the text, rather than decoding.

Audience: The intended readers, listeners, or viewers for a particular text. The target group/s for which a text is created, composed or constructed.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Base Word: A unit of meaning that can stand alone as a whole word (e.g., friend, pig). Also called a free morpheme; Base words are words from which many other words are formed. For example, many words can be formed from the base word migrate: migration, migrant, immigration, immigrant, migrating, migratory.

Blend: A consonant sequence before or after a vowel within a syllable, such as cl, br, or st; it is the written language equivalent of consonant cluster.

Blending: The task of combining sounds rapidly, to accurately represent the word.

Clause: A group of words containing a subject and a verb that form part of a sentence.

Compound sentence: Consists of two or more independent clauses (or simple sentences) joined by linking words such as and, but and or e.g. The student listened carefully and was able to follow the teacher's instructions.

Complex sentence: Contains one independent clause and at least one dependent clause joined by linking words such as because, although, while e.g. The student listened carefully because he wanted to learn from his teacher.

Comprehension: The ability to understand and draw meaning from spoken, written, and visual communications in all media.

Comprehension strategies: A variety of cognitive and systematic techniques that readers use before, during and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; visualizing to clarify or deepen understanding of a text; identifying important ideas; questioning; summarizing information; inferring; analyzing and synthesizing; skimming text for information or detail; scanning text to determine the purpose of the text or type of material; adjusting reading speed according to the level of difficulty of the text or the kind of reading.

Concepts of print: Concepts related to the way language is conveyed in print. Print concepts include directionality (English language text is read from left to right and from top to bottom), the difference between letters and words (letters are symbols that represent

sounds; words are made up of letters; there are spaces between words), the use of capitalization and punctuation, and the common characteristics of books (title, author, front/back).

Construct: The act of deliberately creating texts for particular purposes, audiences and contexts.

Context Clues: words or phrases to help with the understanding of the new word that are built into the sentences around the difficult word.

Conventions: Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, pictures, index).

Cross-checking: The use of different sources of information (e.g., the three cueing systems) to confirm reading accuracy and/or comprehension.

Cueing systems: Cues or clues that effective readers use in combination to read unfamiliar words, phrases, and sentences and construct meaning from print. Semantic (meaning) cues help readers guess or predict the meaning of words, phrases, or sentences on the basis of context and prior knowledge. Semantic cues may include visuals. Syntactic (structural) cues help readers make sense of text using knowledge of the patterned ways in which words in a language are combined into phrases, clauses, and sentences.

Graphophonic (phonological and graphic) cues help readers to decode unknown words using knowledge of letter or sound relationships, word patterns, and words recognized by sight.

Context clues: Sources of information outside of words that readers may use to predict the identities and meanings of unknown words. Context clues may be drawn from the immediate sentence containing the word, from text already read, from pictures accompanying the text, or from definitions, restatements, examples, or descriptions in the text.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound-symbol correspondences. It is also the act of deciphering a new word by sounding it out.

Digraph: A sound which is represented by two letters e.g. shut (consonants), bead (vowels)

Domain-specific words and phrases – Vocabulary specific to a particular field of study (domain), such as the human

body; in the Standards, domain-specific words and phrases are analogous to Tier Three words (see p. 33 in Appendix A).

Emergent reader texts – Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized; see also *rebus*

English language learner (ELL): English language learners are students whose first language is not English and who are in the process of learning English.

ESL: ESL is the common acronym for English as a Second Language, an educational approach in which English language learners are instructed in the use of the English language.

Figurative language: A word or phrase that is used differently from the way it is used in everyday literal language. Figurative language is used to achieve a special meaning or effect. It might be used to compare, emphasize or clarify meaning. Metaphors and similes are two common examples of figurative language.

Fluency: The ability to read a text accurately, quickly, and with proper expression and comprehension. Because fluent readers do not have to concentrate on decoding words, they can focus their attention on what the text means.

Grapheme: A letter or letter combination that spells a single phoneme. In English, a grapheme may be one, two, three, or four letters, such as e, ei, igh, or eigh.

Independent(ly) – A student performance done without *scaffolding* from a teacher, other adult, or peer; in the Standards, often paired with *proficient(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text without scaffolding, as in an assessment; see also *proficient(ly)*, *scaffolding*

Literacy: Includes reading, writing, and the creative and analytical acts involved in producing and comprehending texts.

Metacognition: The process of "thinking about thinking." For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text. Good readers also engage in metacognition when they know they do not understand a portion of text and work to repair their understanding by rereading the text and/or using their phonics and context clues to problem solve a new word.

Monitoring comprehension: Knowing that proficient readers check for understanding – they know when they understand what they read and when they do not. Understanding readers/students are able to use appropriate "fix-up" strategies to resolve problems in comprehension.

Morpheme: The smallest meaningful unit of language. A morpheme can be one syllable (book) or more than one syllable (seventeen). It can be a whole word or a part of a word such as a prefix or suffix. For example, the word ungrateful contains three morphemes: un, grate, and ful.

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

Multimedia texts: Electronic texts that combine more than one mode. Examples include television news, feature films and PowerPoint® presentations.

Onset: The initial sound in a syllable occurring before the vowel e.g. p – ot; the initial consonant sound of a syllable (the onset of bag is b-; of swim is sw-).

Onset-rime segmentation: Separating a word into the onset, the consonant(s) at the start of a syllable, and the rime, the remainder of the syllable. For example, in swift, sw is the onset and ift is the rime.

Orthographic knowledge: Understanding that the sounds in a language are represented by written or printed symbols.

Parody: A text that imitates the style of another text in a humorous way in order to ridicule the original work.

Phoneme: The smallest units of sound that change the meanings of spoken words. For example, if you change the first phoneme in bat from /b/ to /p/, the word bat changes to pat. English has about 41-44 phonemes. A few words, such as a or oh, have only one phoneme. Most words have more than one phoneme. The word if has two phonemes /i/ and /f/.

Phonemic awareness: The ability to notice, think about, and work with the individual sounds in spoken words. An example of how beginning readers show us they have phonemic awareness is combining or blending the separate sounds of a word to say the word ("/c/ /a/ /t/ - cat.").

Phonological awareness: Understanding the relationships of the sounds of words and word parts, including identifying and manipulating larger parts of spoken language such as words, syllables, onsets and rimes, rhyming and syllabication. The ability to recognize speech sounds, to segment words into the separate sounds and to identify and blend sequences of speech sounds.

Print or digital (texts, sources) – Sometimes added for emphasis to stress that a given standard is particularly likely to be applied to electronic as well as traditional texts; the Standards are generally assumed to apply to both.

Print awareness/basic print concepts: Basic knowledge about print and how it is typically organized on a page. For example, print conveys meaning, print is read left to right, and words are separated by spaces.

Print concepts: These include concepts of letters, words, spacing and directionality (where to start reading, reading from left to right and from top to bottom on the page). Print concepts also include an understanding that the written word can be matched with the spoken word and that there is a relationship between letters and sounds.

Proficient(ly): A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension; see also *independent(ly)*, *scaffolding*

Purpose: The main reason for communicating in a particular way. Purposes include: to describe, to argue a point of view, to report, to clarify thinking, to re-tell, to explain and to entertain.

Reading Informational Text- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience

Reading Literature- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse.

Rebus : A mode of expressing words and phrases by using pictures of objects whose names resemble those words

Rhetorical devices: The use of language to create a literary effect. Rhetorical devices are often used in advertising and in public speeches to persuade the audience. Examples include exaggeration, repetition and sarcasm.

Rime: The last part of a syllable; the vowel and all of the letters that follow it e.g. w – ent; The part of a syllable that contains the vowel and all that follows it (the rime of bag is -ag; of swim is -im).

Scaffolding: Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

Self-monitoring: The mental act of knowing when one does and does not understand what one is reading.

Simple sentences: Contains only one clause. It can be as short as one word e.g. Help! A simple sentence can also be quite long e.g. The student in the classroom tried hard to follow his teacher's long and involved instructions.

Story structure: The way the content and events of a story are organized into a plot. Students learn to identify the categories of content (setting, characters, initiating events, internal reactions, goals, attempts, and outcomes) and how this content is organized into a plot.

Structures and features: Component parts of spoken, written, visual and multimedia texts. Structures refer to the organizational components of texts such as paragraphing, layout and use of subheadings. Features include punctuation, spelling and vocabulary. See also elements of texts.

Summarizing: A process in which a reader synthesizes the important ideas in a text. Proficient readers summarize by identifying main ideas, connecting central ideas, eliminating redundant and unnecessary information, and remembering what they read..

Syllable: A word part that contains a vowel or, in spoken language, a vowel sound (**e-vent**, **news-pa-per**).

Syllabication: The act of breaking words into syllables. Syllabication is the act of breaking words into syllables.

Technical subjects: A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music.

Temporal: pertaining to time.

Text: Any communication involving spoken, signed, written, visual, non-verbal or auditory language. For the purpose of identifying developmentally appropriate texts for students across their schooling.

Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

Text complexity band: A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2–3, grades 4–5, grades 6–8, grades 9–10, and grades 11–CCR (college and career readiness).

Text comprehension: Understanding what is read, with readers reading actively (engaging in the complex process of making sense from text) and with purpose (for learning, understanding, or enjoyment).

Visual texts: Any visual communication using language, signs and / or symbols. Visual texts can either be in print or electronic form.

Vocabulary: Vocabulary refers to the words a reader knows. **Listening vocabulary** refers to the words a person knows when hearing them in oral speech. **Speaking vocabulary** refers to the words we use when we speak. **Reading vocabulary** refers to the words a person knows when seeing them in print. **Writing vocabulary** refers to the words we use in writing.

Weblog: An online personal diary or journal. Weblogs are available for particular groups of people or for the public to read and to enter comments about the daily entries or postings. The content ranges from personal thoughts and activities to political, technical, educational and other special-purpose content.

Wiki: A wiki is a type of website, where anyone can add, remove and edit any of the content quickly and easily. Probably the best-known example of a wiki is Wikipedia (http://www.wikipedia.org), an encyclopedia that has been created by its users in over 200 languages.

Word attack: Word attack is an aspect of reading instruction that includes intentional strategies for learning to decode, sight read, and recognize written words.

Word parts: Word parts include affixes (prefixes and suffixes), base words, and word roots.

Word roots: Are words from other languages that are the origin of many English words. About 60 percent of all English words have Latin or Greek origins.

Writing:

Argument -Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid (see p. 23 in Appendix A).

Informational/Explanatory Writing - Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept (see p. 23 in Appendix A).

Narrative Writing- Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain (see p. 23 in Appendix A).

Sources for Glossary Definitions:

Common Core Appendix A

Every Child Reading: A Professional Development Guide. (November, 2000). Learning First Alliance.

Florida Center for Reading Research

The Language of Literacy. The Partnership for Reading.

Reading Rockets Teachers' Guide. http://www.readingrockets.org/teaching/glossary?theme=print