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# **Kentucky Academic Standards**



Reading and Writing
Adopted 2019

# Kentucky Academic Standards Reading and Writing

#### INTRODUCTION

#### **Background**

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The *Kentucky Academic Standards for Reading and Writing* help ensure all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. Students need vast literacy abilities and ever-changing technological competencies. This broadened definition of literacy means English/language arts education must address many different types and uses of language. The instructional programs for Kentucky's public schools emphasize the development of students' abilities to acquire, apply and integrate knowledge, skills and understandings in real life contexts and to problem-solve, make decisions and think critically and creatively. They assist students in connecting learning to the world beyond the classroom by exploring and investigating real issues and problems of communities, states, the nation and the world. Well-designed Reading and Writing standards, curriculum and instruction recognizes the diversity of students and how children learn, construct knowledge and acquire skills and concepts of the disciplines.

#### **Kentucky's Vision for Students**

English/language arts education develops skills, knowledge and dispositions (e.g. content, comprehension and analysis) that directly align with the Kentucky Board of Education's (KBE) vision that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization;
- Knowledge to make economic, social and political choices;
- Understanding of governmental processes as they affect the community, the state and the nation;
- Sufficient self-knowledge and knowledge of their mental health and physical wellness;
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage;
- Sufficient preparation to choose and pursue their life's work intelligently; and
- Skills to enable students to compete favorably with students in other states and other parts of the world.

#### Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
  - ♦ Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;



- Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, English/language arts, health, practical living, including physical education, to situations they will encounter throughout their lives;
- ♦ Become self-sufficient individuals;
- ♦ Become responsible members of a family, work group or community as well as an effective participant in community service;
- ♦ Think and solve problems in school situations and in a variety of situations they will encounter in life;
- Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; and
- Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
- Reduce dropout and retention rates.
- Reduce physical and mental health barriers to learning.
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military.

To ensure legal requirements of English/language arts classes are met, the Kentucky Department of Education (KDE) encourages schools to use the *Model Curriculum Framework* to inform development of curricula related to these courses. The *Model Curriculum Framework* encourages putting the student at the center of planning to ensure that:

...the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.

(Model Curriculum Framework, page 19)

### **Legal Basis**

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication: KRS 156:160

# KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council (LSAC), the KBE shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158:6451.

# 704 KAR 3:305 Minimum high school graduation requirements

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, including the requirements for the graduating class of 2012.



#### 704 KAR 8:020 Reading and Writing Standards

This administrative regulation adopts into law the Reading and Writing Standards.

## Senate Bill 1 (2017) Required Revision of Academic Standards

Beginning in 2017-18 and every six years thereafter, the KBE shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with postsecondary readiness standards necessary for global competitiveness.

#### **Standards Creation Process**

The standards creation process focused heavily on educator involvement. Kentucky teachers understood elementary and secondary academic standards must align with postsecondary readiness standards and career and technical education standards. They wanted students to be prepared for the jobs of the future and to compete with students from other states and nations.

The English/language arts Advisory Panel was composed of 27 teachers, three public post-secondary professors from institutions of higher education and two community members. The function of the Advisory Panel was to review the standards and make recommendations for changes to a Review Development Committee. In addition to the standards' revisions, the Advisory Panel created a new architectural structure for the standards. The English/language arts Standards Review and Development Committee was composed of six teachers, three public post-secondary professors from institutions of higher education and one community member. The function of the Review and Development Committee was to review the work and findings from the Advisory Panel and make recommendations to revise or replace existing standards.

Members of the Advisory Panels and Review and Development Committee were selected based on their expertise in the area of English/language arts, as well as being a practicing teacher in the field of English/language arts. The selection committee considered statewide representation, as well as both public secondary and higher education instruction, when choosing writers (Appendix A).

#### WRITERS' VISION STATEMENT

The writing team was guided by principles rooted in the belief that Kentucky teachers are consummate professionals driven by the altruistic desire to do what is best for their students. They envisioned standards constructed from language that is clear and directive, but not prescriptive. The standards were rewritten to consolidate redundancies, to reflect the current state of evidence-based research and to align the incremental expectations among grade-levels. They wanted teachers, schools and districts to be empowered to deliver curriculum that meets the expectations set forth by the standards. They also wanted the architecture to be useful and practical for teachers as they consult the standards in their daily work. The vision of the writers for the Reading and Writing standards was created by educators for educators with the purpose of preparing each and every Kentucky student for a productive post high school transition.



The KDE provided the following foundational documents to inform the writing team's work:

- Review of state academic standards documents (Indiana, Iowa, Ohio, Louisiana, Massachusetts, New York)
- Achieve. (2017). Strong Standards: A Review of Changes to State Standards Since the Common Core. Washington, D.C. Retrieved from file:///C:/Users/whamilto/Downloads/17-224\_Achieve\_CombinedStandardsReport11.8.pdf
- Dewitt, Jones and Leahy. (2009). Comprehension Strategy Instruction in Core Reading Programs. Reading Research Quarterly, 44(2), 102-126.
- International Reading Association & National Council of the Teachers of English (1996). *Standards for English Language Arts.* Newark, Delaware. Retrieved from <a href="http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf">http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf</a>
- Shanahan, Tim. (2018). Knowing and Reading--What Can We Do to Make Sure Kids Know Enough to Comprehend. *Shanahan on Literacy*. Retrieved from <a href="http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs">http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs</a>.
- Wexler, Natalie. (2018). Why American Students Haven't Gotten Better at Reading in 20 Years. *The Atlantic*. Retrieved from <a href="https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/">https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/</a>

#### **Design Considerations**

#### **Guiding Principles and Grade-Specific Standards**

The Guiding Principles define general, interdisciplinary literacy expectations that must be met for students to be transition ready. The K—12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to become transition ready no later than the end of high school. They are not anchored at the end of high school, but rather they are ongoing elements of literacy that can be applied by students as they transition to college and/or a career path. The grade-level standards provide additional specificity and context for the appropriate application of the Guiding Principles. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings in preceding grades and work steadily toward meeting the broader expectations described by the Guiding Principles.

# Balance of Building Knowledge and Applying Skills and Strategies

The standards place equal emphasis on the sophistication of what students read and the skill with which they read. For example, Reading Literature and Reading Informational Text Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading and incorporates the reading strategies as the foundation to comprehension. Current research and best practice suggest that students comprehend texts best when they are able to activate schema, make meaning and recognize vocabulary. Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways. Thus, students should be encouraged to read about their interests and curiosities and to see the transference and application of knowledge between English/language arts and other content areas, such as science, social studies and math. They also should further that knowledge by writing about what they are reading and their existing understanding of terms, concepts and processes.

# **Early Literacy**

To reinforce the importance of early literacy, the K-5 *Kentucky Academic Standards for Reading and Writing* include expectations for reading literary and informational texts, composition, language and foundational skills applicable across disciplines. The revisions to the K-5 standards align with and build upon the early childhood standards, providing a developmentally appropriate progression as students transition from preschool to kindergarten.

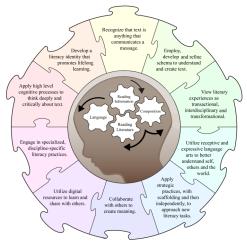


They articulate rigorous grade-level expectations essential to developing a strong infrastructure of essential early literacy skills in order to equip students with the skills and knowledge critical to be successful in later years and, ultimately, transition ready. For example, the reading literature and reading informational text strands introduce inferring in kindergarten rather than waiting until third grade as in the previous standards document. The standards also address the need to teach comprehension strategies beginning in kindergarten and continuing through grade 12 because of their importance in aiding comprehension. Changes like these provide intentional opportunities for students' critical thinking skills to begin developing much sooner than before and promotes the activation of those skills as students learn to process the meaning of texts through comprehension and analysis in early primary.

#### **Interdisciplinary Literacy Practices**

The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.

The ten interdisciplinary literacy practices are further clarified by possible teacher and student actions. These actions do not define curriculum, but rather they demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.



#### Figure 1 Interdisciplinary Literacy Practices Infographic

### Multidimensionality

The Reading, Composition and Language Standards consist of multiple dimensions or layers. The skills and content provide the "what" to help students access concrete and abstract "thinking" needed to practice the "doing" of reading and composing within the discipline. The previous literacy standards document lacked a focused dimensional approach; as a result, the perceived depth of a standard may have been limited to comprehension due to interpretation or deconstruction of opaque wording. By specifying the 3 dimensions separately, this standards document better communicates the intent of each standard so that local instruction and assessment will align to the intended depth. In planning and instruction, teachers will need to know when to utilize the interdependence of a text's level of comprehension and analysis to develop the students' skills and knowledge to become independent and proficient thinkers.

# **Distribution of Literary and Informational Text**

The standards contain both a reading strand for literature and for informational text. Informational texts also are referenced in Composition Research Standards 5 and 6. Literary and informational texts are distinguished in two separate strands due primarily to the varied purposes for which students read different texts and the structural differences that mark the text types. In K-5, the standards follow the National Assessment of Educational Progress (NAEP)



Reading Framework (2017) for balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science and technical subjects. In 6-12, the standards are in accordance with NAEP's increased emphasis on informational texts. As a result, in the higher grades, the distribution requires a significant amount of reading informational texts take place in and outside the ELA classroom. Thus, to ensure transition readiness, students must be exposed to a wide variety of complex, grade-level texts, so they are equipped to read, comprehend and analyze texts as literate citizens in the 21st century.

#### 21st Century Literacy

The digital media skills and understandings are embedded throughout the Interdisciplinary Literacy Practices and standards rather than addressed in a separate section. The Practices focus on students recognizing digital media as text, and Practice 7 states that students must "[u]tilize digital resources to learn and share with others." The Writing strand has been revised and renamed as the Composition strand to denote the impact of digital literacy on the process of composing. Student composition should not be limited to writing on paper or drafting in a word processing document; instead, they should use digital resources to create, publish, research and update individual or shared products and to take advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### STANDARDS USE AND DEVELOPMENT

#### The Kentucky Academic Standards (KAS) are Standards, not Curriculum

The Kentucky Academic Standards for Reading and Writing outline the minimum content standards Kentucky students should learn in each grade-level English/language arts course. The standards address what is to be learned but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish what students should know and be able to do at the conclusion of a course. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must assure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks. They are statements of what students should be able to do after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers.

# **Translating the Standards into Curriculum**

The KDE does not require specific curriculum or strategies to be used to teach English/language arts, only the *Kentucky Academic Standards (KAS)*. Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a



curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The <u>Kentucky Model Curriculum Framework</u> serves as a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate "future-oriented" thinking while suggesting a process for designing and reviewing the local curriculum.

#### **Organization of the Standards**

The Kentucky Academic Standards for Reading and Writing consist of the Reading Literature, Reading Informational Text, Composition, Language, Handwriting Skills (K-3) and Foundational Skills (K-5) strands. To parallel the federal Every Student Succeeds Act, Kentucky's standards are titled Kentucky Academic Standards for Reading and Writing; however, the review committee intentionally chose to include a Composition strand rather than a Writing strand. They envisioned writing as more than the traditional use of paper and pencil or word processing as 21st Century literacy encompasses the use of digital resources to create, publish and research. The strands outline what a student should know and be able to do independently by the end of each grade in grades K-8 and each grade band for 9-10 and 11-12. Forming grade bands at the high school level allows schools and districts flexibility in course design. These grade-level specific and grade-banded standards intentionally support the learning progression as they strategically stair step students toward the guiding principles for each strand. The guiding principles represent broad statements about the expectations for students as they prepare for life after high school. In short, attainment of grade-level standards should prepare students to achieve the guiding principles.

### **Strands and Coding**

The coding for the standards begins with an abbreviation of the strand followed by the grade-level in the middle and the standard number at the end. Strand abbreviations include RL for reading literature, RI for reading informational texts, C for composition (formerly labeled W for writing), L for language, HW for handwriting and RF for Reading Foundational Skills.

Strand	Abbreviation	Example	Meaning
Reading Literature	RL	RL.7.2	Reading Literature, Grade 7, Standard 2
Reading Informational	RI	RI.5.5	Reading Informational Text, Grade 5, Standard 5
Composition	С	C.9-10.1a	Composition, Grades 9-10, Standard 1, Substandard a
Language	L	L.11-12.5b	Language, Grades 11-12, Standard 5, Substandard b
Handwriting	HW	HW.K.1	Handwriting, Kindergarten, Standard 1
Reading Foundational Skills	RF	RF.K.3c	Reading Foundational Skills, Kindergarten, Standard 3, Substandard c



# **Guiding Principles**

Guiding Principles frame each strand of the Reading and Writing standards. The guiding principles represent broad statements about the expectations for students after high school graduation. The number of guiding principles dictates the number of standards for a given strand. The Reading strands have ten principles, which are the same for both Literature and Informational Text. In the Composition Strand, there are seven guiding principles, and there are five guiding principles in the Language strand.



The Guiding Principles are listed on every grade-level standards page and viewable within each standard breakdown.

Guiding Principles for Reading Literature and Informational Text			Interdisciplinary Literacy Practices	
	Key Ideas and Details			
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.	
2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	2	Employ, develop and refine schema to understand and create text.	
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
	Craft and Structure		Utilize receptive and expressive lan-	
4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guage arts to better understand self, others and the world.	
RYS	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		Apply strategic practices, with	
5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	5	scaffolding and then independently, to approach new literacy tasks.	
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas	_	Utilize digital resources to learn and share with others.	
	Students will integrate and evaluate content presented in print/non-print forms of text found in di-	7		
7	verse media and formats.	8	Engage in specialized, discipline-	
8	Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.		specific literacy practices.	
	assessing the validity, reasoning, relevance and sufficiency.	9	Apply high level cognitive processes	
9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9	to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-	
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.	10	motes lifelong learning.	

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# **Interdisciplinary Literacy Practices**

The ten Interdisciplinary Literacy Practices are visible and numbered 1-10 on each main standards page to the right of the standards to emphasize the strong connection between standards and practices. It is important for teachers to embed opportunities for students to experience the practices daily as they teach the standards and create a literacy-rich environment.

	Reading Standards for Informational Text Grade 2		nterdisciplinary iteracy Practices
	Key Ideas and Details		iteracy i ractices
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how and make and support logi- cal inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts, or steps in technical procedures over the course of a text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
	Craft and Structure		mational.
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
R1.2.5	Identify and describe informational text structures including sequence/chronological and descriptive structures and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	Apply strategic practices, with scaffolding and then independently,
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and how that purpose shapes the content of the text.		to approach new literacy tasks.  Collaborate with others to create new
	Integration of Knowledge and Ideas	6	meaning.
RI.2.7	Identify information gained from visuals and words in the text and explain how that information con- tributes to understanding of the text.	7	Utilize digital resources to learn and share with others.
RI.2.8	Describe how reasons support specific claims the author makes in a text.	8	Engage in specialized, discipline- specific literacy practices.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	_	
	Range of Reading and Text Complexity	9	Apply high level cognitive process to think deeply and critically about text.
RI.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	10	Develop a literacy identity that promotes lifelong learning.

The ten
Interdisciplinary
Literacy Practices
are included on each
grade-level
standards page.



# Multidimensionality

Coding is used to show how each individual standard is multidimensional. The dimensions are denoted as follows:

WORDS IN ALL CAPS AND IN MAROON = CONTENT	Words in Italics and in Green = Comprehension	Words in Bold and in Purple = Analysis
The tools of an author and the objects of literacy woven into the skills students must access and apply when developing comprehension and performing analysis	This concrete dimension requires the objective understanding of a text, topic or convention of language.	This abstract dimension requires more than objective understanding of main ideas and key details. The ability to read "between or above the lines" is how students become critical thinkers.
Examples: central idea, theme, tone, structure, syntax	Examples: decoding language and words in context, being able to effectively summarize or retell what has been read, knowing the grammar rule	Examples: critical reading to determine underlying meaning and purpose, determining WHY an author made particular choices, being able to effectively explain inferences and what is implied.

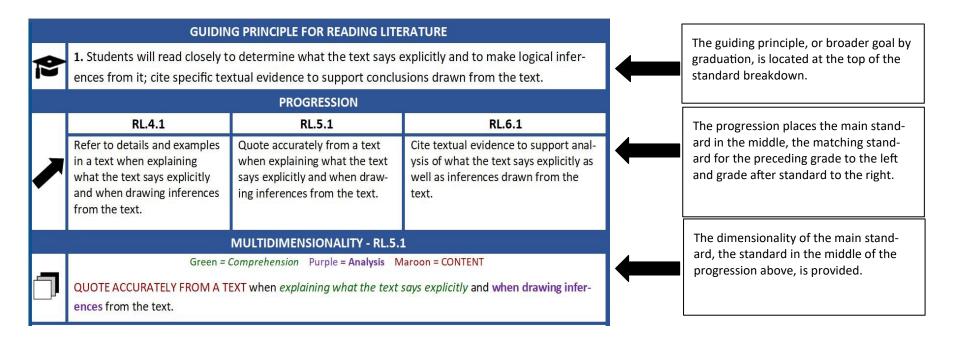
Example of a standard coded for multidimensionality:

RI.7.2	Determine CENTRAL IDEAS of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.
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#### Standard Breakdown

Each standard can be viewed with the guiding principle, progression and multidimensionality in the standard breakdown as shown below .



# **Standard Breakdown Key**

Image	What it Represents	Meaning
	Guiding Principle	The graduation cap signifies the guiding principles as they are broad statements about the expectations for students as they prepare for life after high school.
	Progression	The arrow signifies the progression of the standards as they advance from kindergarten to grade 12.
	Multidimensionality	The layers signify the standard is coded to reflect the content, comprehension and analysis within the standard.



Gu	iding Principles for Reading Literature and Informational Text		Interdisciplinary Literacy Practices
	Key Ideas and Details		
1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.
2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.	2	Employ, develop and refine schema to understand and create text.
3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure	_	Utilize receptive and expressive lan-
4	Students will interpret words and phrases as they are used in a text, including determining technical,	4	guage arts to better understand self, others and the world.
	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	_	Apply strategic practices, with
5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.	5	scaffolding and then independently, to approach new literacy tasks.
6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.		Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	_	Utilize digital resources to learn and
	Students will integrate and evaluate content presented in print/non-print forms of text found in di-	7	share with others.
7	verse media and formats.		Engage in specialized, discipline-
8	Students will delineate and evaluate the argument, specific claims and evidence in a text,	8	specific literacy practices.
ŭ	assessing the validity, reasoning, relevance and sufficiency.		Apply high level cognitive processes to think deeply and critically about text.
9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9	
	Range of Reading and Level of Text Complexity		Develop a literacy identity that pro-
10	Students will read, comprehend and analyze complex literary and informational texts independently and proficiently.		motes lifelong learning.
10			HOME

	Guiding Principles for Composition	Interdisciplinary Literacy Practices	
	Text Types and Purposes	1	Recognize that text is anything that communicates a message.
1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2	Employ, develop and refine schema to understand and create text.
2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	3	View literacy experiences as transactional, interdisciplinary and transformational.
3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Production and Distribution	_	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.	5	
		6	Collaborate with others to create new meaning.
	Research to Build & Present Knowledge		
5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7	Utilize digital resources to learn and share with others.
6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and	8	Engage in specialized, discipline- specific literacy practices.
	research while avoiding plagiarism.		Apply high level cognitive processes
	Range of Writing	9	to think deeply and critically about text.
7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.		Develop a literacy identity that promotes lifelong learning.
			HOME

	Guiding Principles for Language		Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that communicates a message.	
1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	2	Employ, develop and refine schema to understand and create text.	
	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.		View literacy experiences as transactional, interdisciplinary and transformational.	
2			Utilize receptive and expressive language arts to better understand self, others and the world.	
	Students will 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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
3		6	Collaborate with others to create new meaning.	
	Vocabulary Acquisition and Use	7	Utilize digital resources to learn and share with others.	
	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of gen-	8	Engage in specialized, discipline- specific literacy practices.	
4	eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.		Apply high level cognitive processes to think deeply and critically about text.	
5	Students will demonstrate understanding of word relationships and nuances in word meanings.		Develop a literacy identity that promotes lifelong learning.	
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#### Kentucky Academic Standards for Reading and Writing: Grade 6-8 Overview

#### **READING (RL AND RI)**

K-12 Standards for Reading define what students should understand and be able to do by the end of each grade. To meet this expectation for grades 6-8, students must read from a range of high quality, increasingly challenging literary and informational print and non-print texts and text sets from diverse cultures, time periods and disciplines, including all content areas. By thinking critically and analytically, students begin to reflect on themselves and the world around them. Through independent and flexible use of cognitive strategies, students will acquire rich content knowledge and develop into independent, proficient lifelong learners.

Students must continue to develop the habit of reading closely in order to both comprehend and analyze increasingly difficult texts during grades 6-8. They must determine themes and central ideas in the text(s) and analyze the development and interactions between different elements and ideas over the course of a text. They must be given multiple opportunities to analyze how form, structure and word choice contribute to meaning and how authors develop perspective and purpose in text(s). Students should cite textual evidence to support analysis. In the analysis of print and non-print texts, students should compare approaches an author takes on similar themes and/or topics and determine how techniques produce different effects that impact the audience. Student also begin evaluating arguments in a text.

The linear progression of the standards promotes the spiraling of foundational content and concepts from year to year. Within the grade level, alignment between standards is also present and should be addressed in multiple grade-level appropriate texts. Students must be exposed to and taught from grade-level appropriate, complex texts. Teachers should supplement quantitative measures, such as Lexile and Flesch-Kincaid, with qualitative measures, such as Tier 2 and Tier 3 vocabulary in context and subject-knowledge requirements, to determine the instructional purpose for texts and text sets.

#### COMPOSITION

Within these standards, students may use a combination of print, non-print and digital resources to compose a variety of argumentative, informative/explanatory, narrative and research products. Students must gather, evaluate, synthesize and cite sources in order to develop and organize clear, coherent products that are appropriate to task, purpose and audience. At grade 8, students will use narratives strategically in other modes of writing. Emphasis should be placed on text-based and evidence based writing experiences. Text-based writing greatly benefits reading comprehension by encouraging students to review and reflect on what they have read. Reading and writing should be viewed as complementary learning rather than as separate subjects. Through interdisciplinary literacy practices, teachers help students employ the writing process for various purposes and audiences to become effective, independent communicators. Students must write in both short and extended time frames.

#### **LANGUAGE**

Within these standards, students must demonstrate control over the conventions of Standard English. They must come to appreciate that language is as much a matter of craft as of rules and be able to choose words, syntax and punctuation to express themselves and achieve intended effects. Students will determine and clarify the meaning of words and phrases, including figurative language, denotations and connotations. They must also have extensive vocabularies, enabling them to comprehend complex texts and engage in purposeful writing and conversation. Using interdisciplinary literacy practices to develop skills in a logical progression, students demonstrate competency of these standards in the context of authentic reading, writing, speaking and listening tasks.



	Reading Standards for Literature - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RL.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.6.2</u>	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RL.6.3</u>	Describe how a particular story's or drama's plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.6.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4	guage arts to better understand self, others and the world.
<u>RL.6.5</u>	Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.6.6</u>	Explain how an author develops the perspective of the narrator or speaker in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
<u>RL.6.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation.	7	Utilize digital resources to learn and share with others.
<u>RL.6.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.6.9</u>	RL.6.9 Compare/contrast how various forms or genres of texts approach a similar theme or topic.		Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		2
RI 6 10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that pro- motes lifelong learning.
portance) to read, comprehend, and analyze grade-level appropriate, complex literary tex pendently and proficiently.			HOME

1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.    RL.S.1   RL.6.1   RL.7.1		GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
RL5.1 RL6.1 RL7.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Says explicitly and when drawing inferences from the text.  MULTIDIMENSIONALITY - RL6.1  Green (Italic) = Comprehension Purple (bold) = Analysis of what the text says explicitly as well as inferences drawn from the text.  GUIDING PRINCIPLE ROR READING LITERATURE  2. Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.  RL5.2 RL6.2 RL7.2  Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant mighicit and explicit evidence to support thinking.  MULTIDIMENSIONALITY - RL6.2  Green (Italic) = Comprehension Purple (bold) = Analyzis MAROON (CAPS) = CONTENT  WILTIDIMENSIONALITY - RL6.2  Green (Italic) = Comprehension Purple (bold) = Analyzis MAROON (CAPS) = CONTENT  Analyze how the THEME is reflected in the text by citing particular details and/or providing an objective summary.  MULTIDIMENSIONALITY - RL6.2  Green (Italic) = Comprehension Purple (bold) = Analyzis MAROON (CAPS) = CONTENT  Analyze how the THEME is reflected in the text by citing particular details and/or providing an objective						
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Analyze how the THEME is reflected in the text by citing particular details and/or providing an objective						Dayslan a literacy identity that are
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	GUIDIN	G PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
	<b>3.</b> Students will analyze how and a text.		Literacy Practices		
		1	Recognize that text is anything that		
	RL.5.3	RL.6.3	RL.7.3		communicates a message.
	Compare/contrast characters, settings, or events in a story or drama, using specific details to analyze their interac-	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and deter- mine how the characters re-	Analyze how particular elements of a story or drama influence one another.	2	Employ, develop and refine schema to understand and create text.
	tion over the course of the text.	spond or change as the plot moves toward a resolution.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.6.3	3		Utilize receptive and expressive lan-
اجرا	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
			series of episodes and determine how		others and the world.
	the characters respond or chan	ge as the plot moves toward a RES	OLUTION.	5	Apply strategic practices, with scaffolding and then independently,
			to approach new literacy tasks.		
		G PRINCIPLE ROR READING LITE			Collaborate with others to create new meaning.
		and phrases as they are used in a to nings, and analyze how specific wor	ext, including determining technical, d choices shape meaning or tone.	6	
		PROGRESSION		_	Utilize digital resources to learn and
	RL.5.4	RL.6.4	RL.7.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of	8	Engage in specialized, discipline- specific literacy practices.
Ť	in mythology, and analyze how those words and phrases shape meaning.	analyze the impact of a specific word choice on meaning and tone.	rhymes and other repetitions of sounds on a passage.	9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that pro-		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				motes lifelong learning.
	Determine the meaning of words and phrases as they are used in a text, including figurative and connota-				HOME
	tive meanings; analyze the impact of a specific WORD CHOICE on meaning and TONE.				HOWE

	NG PRINCIPLE ROR READING LITI	RATURE		Interdisciplinary
<b>5.</b> Students will analyze the st tions of the text relate to each		ic sentences, paragraphs, and larger por-		Literacy Practices
PROGRESSION			1	Recognize that text is anything that
RL.5.5	RL.6.5	RL.7.5	_	communicates a message.
Analyze and explain the over- all structure of poems, stories and dramas in two or more	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	2	Employ, develop and refine schema to understand and create text.
texts including but not limited to linear, nonlinear, and circu- lar structures.			3	View literacy experiences as transactional, interdisciplinary and transformational.
•	MULTIDIIMENSIONALITY - RL.6.  nprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan guage arts to better understand sel others and the world.
P I	ence, paragraph, chapter, scene or selopment of the THEME, SETTING O	stanza fits into the overall structure of a R PLOT.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
GUIDING PRINCIPLE ROR READING LITERATURE				Collaborate with others to create
			6	new meaning.
		se shape the content and style of a text.	7	new meaning.
	oint of view, perspective, and purpo			new meaning.  Utilize digital resources to learn and share with others.
6. Students will analyze how p	oint of view, perspective, and purpo	se shape the content and style of a text.		new meaning.  Utilize digital resources to learn and
6. Students will analyze how p  RL.5.6  Describe how a narrator's or	PROGRESSION  RL.6.6  Explain how an author develops	RL.7.6 Analyze how an author develops and	7	new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes
RL.5.6  Describe how a narrator's or speaker's perspective influences how events are de-	PROGRESSION  RL.6.6  Explain how an author develops the perspective of the narrator	RL.7.6  Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	7	new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processe to think deeply and critically about text.
RL.5.6  Describe how a narrator's or speaker's perspective influences how events are described.	PROGRESSION  RL.6.6  Explain how an author develops the perspective of the narrator or speaker in a text.	RL.7.6  Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	7	new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes to think deeply and critically about

	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Interdisciplinary Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RL.5.7	RL.6.7	RL.7.7		communicates a message.
	Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.  Compare/contrast reading a print text and viewing its visuand viewing its visual tion, analyzing the effects of techniques unique to each medium.	2	Employ, develop and refine schema to understand and create text.		
			3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Croon (italic) - Com	MULTIDIMENSIONALITY - RL.6.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
┚	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Compare/contrast reading a PRINT TEXT and viewing its VISUAL/ORAL PRESENTATION.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	GUIDING PRINCIPLE ROR READING LITERATURE		6	Collaborate with others to create new meaning.	
	<b>8.</b> Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.			7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	RL.5.8 (Not applicable to literature)	RL.6.8 (Not applicable to literature)	RL.7.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.6.	.8		Davidan a litana a cidantita that
	Green (italic) = Comp (Not applicable to literature)	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	(Not applicable to literature)				HOME

	GUIDIN	IG PRINCIPLE ROR READING LITE	RATURE		Interdisciplinary
	<b>9.</b> Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.5.9	RL.6.9	RL.7.9	1	communicates a message.
	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	2	Employ, develop and refine schema to understand and create text.
	and topics.		dutilors use instory.		View literacy experiences as transac-
		MULTIDIIMENSIONALITY - RL.6.		3	tional, interdisciplinary and transfor-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.  Utilize receptive and expressive lan-
ייט	Compare/contrast how VARIOU	JS FORMS OR GENRES OF TEXTS app	proach a SIMILAR THEME OR TOPIC.	4	guage arts to better understand self, others and the world.
	GUIDIN	IG PRINCIPLE ROR READING LITE	RATURE		Apply strategic practices, with
	<b>10.</b> Students will read, compreh	nend and analyze complex literary to	exts independently and proficiently.	5	scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION				
	RL.5.10	RL.6.10	RL.7.10	6	Collaborate with others to create new meaning.
	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly	By the end of the year, flexibly use a		, and the second
	lise a variety of comprehension		variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesiz-		
	strategies (i.e., questioning, monitoring, visualizing, infer-	use a variety of comprehension strategies (i.e., questioning, mon- itoring, visualizing, inferencing,	(i.e., questioning, monitoring, visualiz- ing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and	7 8	•
	strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read,	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, com-		share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processes to think deeply and critically about
	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.  MULTIDIMENSIONALITY - RL.6.1	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	8	share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processes
	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.  **Green (italic) = Complex   Green (italic) = Complex   Green, flexibly (italic) = Green, f	strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.  MULTIDIMENSIONALITY - RL.6.1  prehension Purple (bold) = Analysis  use a variety of comprehension strategies.	(i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	8	share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processes to think deeply and critically about

	Reading Standards for Informational Text - Grade 6		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.6.1</u>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.6.2</u>	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	2	Employ, develop and refine schema to understand and create text.
<u>RI.6.3</u>	Analyze in detail how an author develops a key individual, event or idea over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.6.4</u>	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.	4	guage arts to better understand self, others and the world.
	tive and teermeatings, analyze the impact of a specific word choice on meaning and tone.		Apply strategic practices, with
<u>RI.6.5</u>	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.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.6.6</u>	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RI.6.7</u>	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	7	Utilize digital resources to learn and share with others.
<u>RI.6.8</u>	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	8	Engage in specialized, discipline- specific literacy practices.
<u>RI.6.9</u>	Compare/contrast how two or more authors present similar events.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.6.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that promotes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	1. Students will read closely to c		itly and to make logical inferences from		Interdisciplinary Literacy Practices
	it; cite specific textual evidence to support conclusions drawn from the text.  PROGRESSION			1	Recognize that text is anything that
	RI.5.1	RI.6.1	RI.7.1	-	communicates a message.
	Quote accurately from a text when explaining what the text says explicitly and when draw-	Cite textual evidence to support analysis of what the text says explicitly as well as inferences	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences	2	Employ, develop and refine schema to understand and create text.
	ing inferences from the text.	drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.6.1  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  CITE TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	from the text.  GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
12			development; cite specific textual evipport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.5.2	RI.6.2	RI.7.2	7	share with others.
	Analyze how the central ideas are reflected in a text and cite relevant implicit and explicit	Analyze how the central ideas are reflected in a text by citing particular details and/or provid-	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing	8	Engage in specialized, discipline- specific literacy practices.
	evidence to support thinking.	ing an objective summary.	or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.6.2			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Analyze how the CENTRAL IDEAS are reflected in the text by citing particular details and/or providing an		10	Develop a literacy identity that pro- motes lifelong learning.	
	objective summary.	<b>,</b>	,, -,, -, -, -, -, -, -, -, -, -, -, -,		HOME

	GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary
	<b>3.</b> Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RI.5.3	RI.6.3	RI.7.3	*	communicates a message.
	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical scientific or	Analyze in detail how an author develops a key individual, event or idea over the course of a	Analyze the interactions between individuals, events and ideas over the course of a text.	2	Employ, develop and refine schema to understand and create text.
	in a historical, scientific, or technical text based on specific information over the course of a text.		3	View literacy experiences as transactional, interdisciplinary and transformational.	
		MULTIDIMENSIONALITY - RI.6.3  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Analyze in detail how an author	develops a KEY INDIVIDUAL, EVEN	T, OR IDEA over the course of a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT  4. Students will 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	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.5.4	RI.6.4	RI.7.4	7	share with others.
	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
	how those words and phrases shape meaning.	meanings; analyze the impact of a specific word choice on meaning and tone.	pact of word choice on tone.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY RI.6.4			Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  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.			10	motes lifelong learning.
					HOME

	<ul> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>5. Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.</li> </ul>				Interdisciplinary Literacy Practices
	PROGRESSION PLE				Recognize that text is anything that communicates a message.
_ 5	RI.5.5  Compare/contrast the overall structure of events, ideas, concepts or information in	RI.6.5  Analyze how a particular sentence, paragraph, chapter or section fits into the overall	RI.7.5  Analyze the structure an author uses to organize a text, including how the different sections contribute to the	2	Employ, develop and refine schema to understand and create text.
<b>1</b>	two or more texts.	structure of a text and contrib- utes to the development of the ideas.	whole and to the development of the ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RI.6.5  orehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Analyze how a particular senter and contributes to the developn		fits into the overall structure of a text	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRI	INCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.
	6. Students will analyze how poi	nt of view, perspective and purpose  PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
	RI.5.6  Analyze multiple accounts of the same event or topic,	RI.6.6  Determine an author's perspective and purpose in a text, and	RI.7.6  Determine an author's perspective and purpose in a text, and analyze	8	Engage in specialized, discipline- specific literacy practices.
r	noting important similarities and differences in the perspective they represent.	explain how it is conveyed in a text.	how the author distinguishes his or her position from that of others.	9	Apply high level cognitive processes to think deeply and critically about text.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RI.6.6  orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
	Determine an author's PERSPEC	TIVE and PURPOSE in a text and exp	plain how it is conveyed in a text.		HOME

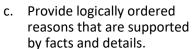
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT  7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			
	PROGRESSION			Recognize that text is anything that
RI.5.7	RI.6.7	RI.7.7	1	communicates a message.
Analyze information from multiple print and non-print formats, demonstrating the	Integrate information present- ed in print and non-print for- mats to develop a coherent	Compare/contrast a print to a non- print version of a text, analyzing each media's portrayal of the subject and its	2	Employ, develop and refine schema to understand and create text.
ability to locate an answer to a question quickly or to solve a problem efficiently.	understanding of a topic or issue.	impact on the audience.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RI.6.  prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand selforthers and the world.
of a topic or issue.	Integrate information presented in PRINT AND NON-PRINT FORMATS to develop a coherent understanding of a topic or issue.			
	S. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, recepting relevance and sufficiency.			Collaborate with others to create new meaning.
, , , , , , , , , , , , , , , , , , ,	PROGRESSION		7	Utilize digital resources to learn and
RI.5.8	RI.6.8	RI.7.8	,	share with others.
Explain how an author uses reasons and evidence to support particular claims in a	Identify and evaluate the argument and specific claims in a text, distinguishing claims that	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.
text, identifying which reasons and evidence support which claim(s).	are supported by reasons and evidence from unsupported claims.	the evidence is relevant and sufficient to support the claims.	9	Apply high level cognitive processes to think deeply and critically about text.
Green (italic) = Comp	MULTIDIMENSIONALITY - RI.6.  prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
Identify and evaluate the ARGUI ported by REASONS and EVIDEN	•	t, distinguishing CLAIMS that are sup-		HOME

GUIDING PRII	NCIPLE FOR READING INFORMATI	ONAL TEXT		Interdisciplinary
	Students will analyze how two or more texts address similar themes or topics in order to build towledge or to compare the approaches the authors take.			Literacy Practices
PROGRESSION				Recognize that text is anything that
RI.5.9	RI.6.9	RI.7.9	1	communicates a message.
Integrate information from several texts on the same theme or topic.	Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing	2	Employ, develop and refine schema to understand and create text.
		different interpretations of facts.		View literacy experiences as transac-
	MULTIDIMENSIONALITY - RI.6.9		3	tional, interdisciplinary and transformational.
Green (italic) = Compi	rehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
Compare/contrast how TWO OR	MORE AUTHORS present SIMILAR EV	/ENTS.	4	guage arts to better understand self,
GUIDING PRI	NCIPLE FOR READING INFORMAT	IONAL TEXT		others and the world.
			5	Apply strategic practices, with scaffolding and then independently,
<b>10.</b> Students will read, comprehend and analyze complex informational texts independently and proficiently.			3	to approach new literacy tasks.
	PROGRESSION			Collaborate with others to create
RI.5.10	RI.6.10	RI.7.10	6	new meaning.
By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a variety of comprehension	By the end of the year, flexibly use a variety of comprehension strate-		
strategies (i.e., questioning, monitoring, visualizing, infer-	strategies (i.e., questioning, monitoring, visualizing, inferenc-	gies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.
encing, summarizing, synthesiz-				
ing, using prior knowledge, de-	ing, summarizing, synthesizing, using prior knowledge, deter-	ing, synthesizing, using prior knowledge, determining im-		Engage in specialized, discipline-
ing, using prior knowledge, determining importance) to read,	using prior knowledge, deter- mining importance) to read,	knowledge, determining im- portance) to read, comprehend,	8	Engage in specialized, discipline- specific literacy practices.
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex in-	using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor-	knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts	8	specific literacy practices.
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex informational texts independently	using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor- mational texts independently	knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri-	8	
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex informational texts independently and proficiently.	using prior knowledge, deter- mining importance) to read, comprehend and analyze grade- level appropriate, complex infor-	knowledge, determining im- portance) to read, comprehend, and analyze grade-level appropri- ate, complex informational texts		specific literacy practices.  Apply high level cognitive processes
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex informational texts independently and proficiently.	using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex informational texts independently and proficiently.	knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	specific literacy practices.  Apply high level cognitive processes to think deeply and critically about text.
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex informational texts independently and proficiently.  **Green (italic) = Complete	using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex informational texts independently and proficiently.  MULTIDIMENSIONALITY - RI.6.10  Tehension Purple (bold) = Analysis Make a variety of comprehension strategory	knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.  AROON (CAPS) = CONTENT  gies (i.e., questioning, monitoring, vis-		specific literacy practices.  Apply high level cognitive processes to think deeply and critically about
ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade -level appropriate, complex informational texts independently and proficiently.  Green (italic) = Complete By the end of the year, flexibly usualizing, inferencing, summarizing	using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex informational texts independently and proficiently.  MULTIDIMENSIONALITY - RI.6.10  Tehension Purple (bold) = Analysis M	knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.  AROON (CAPS) = CONTENT  gies (i.e., questioning, monitoring, vise, determining importance) to read,	9	specific literacy practices.  Apply high level cognitive processes to think deeply and critically about text.  Develop a literacy identity that pro-

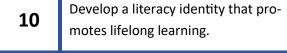
Composition – Grade 6			Interdisciplinary Literacy Practices		
	Text Types and Purposes	4	Recognize that text is anything that		
	Compose arguments to support claims with clear reasons and relevant evidence.	1	communicates a message.		
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>		Employ, develop and refine schema to understand and create text.		
	b. Introduce claim(s) and organize the reasons and evidence clearly.		View literacy experiences as transac-		
<u>C.6.1</u>	c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transformational.		
	d. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.		Utilize receptive and expressive lan-		
	<ul> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>		guage arts to better understand self,		
			others and the world.		
			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	6	Collaborate with others to create new meaning.		
	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.		new meaning.		
	b. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include for-	7	Utilize digital resources to learn and share with others.		
	matting, graphics and multimedia when useful to aiding comprehension.		Engage in specialized, discipline-		
<u>C.6.2</u>	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	8	specific literacy practices.		
	d. Use appropriate transitions to clarify the relationships among ideas and concepts.		Apply high level cognitive processes		
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about		
	f. Establish and maintain a formal style.		text.		
	g. Provide a concluding statement or section that follows from the information or explanation presented.	10	Develop a literacy identity that pro- motes lifelong learning.		
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		HOME		

	Composition - Grade 6	Interdisciplinary Literacy Practices		
	Text Types and Purposes	1	Recognize that text is anything that	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, us-		communicates a message.	
	<ul><li>ing effective technique, relevant descriptive details and well-structured event sequences.</li><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li></ul>	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transfor-	
663	c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.		mational.  Utilize receptive and expressive lan-	
<u>C.6.3</u>	<ul> <li>d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.</li> </ul>	4	guage arts to better understand self, others and the world.	
	e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently,	
	f. Provide a conclusion that follows from the narrated experiences or events.		to approach new literacy tasks.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.	
	Production and Distribution		Utilize digital resources to learn and	
<u>C.6.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	share with others.	
	Research to Build and Present Knowledge	8	Engage in specialized, discipline-	
C.6.5	Conduct short research projects to answer a question, drawing on several sources.	0	specific literacy practices.	
<u> </u>	conduct short rescuren projects to answer a question, arawing on several sources.		Apply high level cognitive processes	
<u>C.6.6</u>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoid-	9	to think deeply and critically about text.	
	ing plagiarism by providing in-text and bibliographic MLA or APA citation.		Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.6.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

GUIDING PRINCIPLE FOR COMPOSITION  1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using					Interdisciplinary Literacy Practices
	valid reasoning and relevant and	sufficient evidence.			Recognize that text is anything that
		PROGRESSION		1	communicates a message.
	C.5.1	C.6.1	C.7.1		
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the	Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims with clear reasons and relevant evidence.	2	Employ, develop and refine schema to understand and create text.
	writer's perspective with reasons and information.  (NOTE: Students must have the	(NOTE: Students must have the	(NOTE: Students must have the	3	View literacy experiences as transactional, interdisciplinary and transformational.
	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital re-	esources, but utilize digital resources, but not experience every writing experience must uti-		Utilize receptive and expressive language arts to better understand self, others and the world.
	resources.)  a. Produce clear and coherent writing in which the devel-	sources.)  a. Produce clear and coherent writing in which the develop-	<ul> <li>a. Produce clear and coherent writing in which the develop-</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	opment and organization are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, purpose and audience.	ment, organization and style are appropriate to task, purpose and audience.	6	Collaborate with others to create new meaning.
	b. Introduce a topic or text clearly, state an opinion and create an organization-	<ul> <li>b. Introduce claim(s), and or- ganize the reasons and evi- dence clearly.</li> </ul>	b. Introduce claim(s), acknowledge opposing claims and counter/refute them and	7	Utilize digital resources to learn and share with others.
	al structure in which ideas are logically grouped to support the writer's pur- pose.		organize the reasons and evidence logically.	8	Engage in specialized, discipline- specific literacy practices.
	c. Provide logically ordered reasons that are supported	c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	9	Apply high level cognitive processes to think deeply and critically about



- reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.
- reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.



text.



	PROGRESSION						Interdisciplinary	
		C.5.1		C.6.1		C.7.1		Literacy Practices
	d.	Use grade-appropriate transitions.	d.	Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	d.	Use transitions to create cohesion and clarify the relationships among claims.	1	Recognize that text is anything that communicates a message.
			e.	Establish and maintain a for-	e.	Establish and maintain a task ap-	2	Employ, develop and refine schema to understand and create text.
J				mal style.		propriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
•	e.	Provide a concluding section.	f.	Provide a concluding state- ment or section that follows from the argument present-	f.	Provide a concluding statement or section that supports the argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f.	With guidance and sup-	g.	With some guidance, devel-	g.	With some guidance, develop	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		port from peers and adults, develop and strengthen writing as		op and strengthen writing as needed by planning, revising, editing, rewriting, or trying a		and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach,	6	Collaborate with others to create new meaning.
		needed by planning, revising, editing, rewriting or trying a new ap-		new approach.		focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.
		proach.					8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.6.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		Employ dovelon and refine schema
b. Introduce claim(s) and organize the reasons and evidence clearly.	2	Employ, develop and refine schema to understand and create text.
C. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledge opposing claims and demonstrating an understanding of the topic or text.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.	,	mational.
e. Establish and maintain a formal style.		Utilize receptive and expressive lan-
f. Provide a concluding statement or section that follows from the argument presented.	4	guage arts to better understand self, others and the world.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	<b>2.</b> Students will compose infor and accurately through the effe		Interdisciplinary Literacy Practices			
	and decarately through the en	1	Recognize that text is anything that communicates a message.			
Ī	C.5.2	C.6.2	C.6.2 C.7.2			
	Compose informative and/or explanatory texts, using	Compose informative and/or explanatory texts to examine a top-	Compose informative and/or explanatory texts to examine a topic and con-	2	Employ, develop and refine schema to understand and create text.	
	writing and digital resources, to examine a topic and convey ideas and information clearly.	ic and convey ideas, concepts and information through the se- lection, organization, and analy- sis of relevant content.			View literacy experiences as transactional, interdisciplinary and transfor mational.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital re-	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every	4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.	
	sources, but not <u>every</u> writing experience must utilize those digital resources.)	not <u>every</u> writing experience must utilize those digital re- sources.)	writing experience must utilize those digital resources.)		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	a. Produce clear and coherent writing in which the development and organ-	a. Produce clear and coherent writing in which the develop-	Produce clear and coherent     writing in which the development,     organization, and style are appro-	6	Collaborate with others to create new meaning.	
	ization are appropriate to task, purpose, and audience.	ment, organization, and style are appropriate to task, purpose, and audience.	priate to task, purpose, and audience.	7	Utilize digital resources to learn and share with others.	
	<ul> <li>b. Introduce a topic clearly, provide a general obser-</li> </ul>	<ul> <li>b. Introduce a topic clearly; organi</li> <li>ideas, concepts, and information</li> <li>what is to follow; organize</li> <li>using strategies such as definition</li> </ul>		8	Engage in specialized, discipline- specific literacy practices.	
	vation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.	related infor- logically; include ting, illustrations, ultimedia when co aiding compre- mattion, using strategies such as definition, classification, comparison/contrast and cause/effect; include for- matting, graphics, and multi-	classification, comparison/ contrast and cause/effect; include formatting, graphics, and multi- media when useful to aiding com-	9	Apply high level cognitive processes to think deeply and critically about text.	
			prehension.	10	Develop a literacy identity that promotes lifelong learning.	

HOME

	PROGRESSION						Interdisciplinary	
		C.5.2		C.6.2		C.7.2		Literacy Practices
	C.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples	C.	vant facts, definitions, con- crete details, quotations, or other information and exam-	C.	vant facts, definitions, con- crete details, quotations or other information and exam-	1	Recognize that text is anything that communicates a message.
	d.	related to the topic.  Use grade-appropriate con-	d.	ples.  Use appropriate transitions to	d.	ples.  Use appropriate transitions to	2	Employ, develop and refine schema to understand and create text.
	u.	junctions to develop text structure within sentences.	u.	clarify the relationships among ideas and concepts.	u.	create cohesion and clarify the relationships among ideas and concepts.	3	View literacy experiences as transactional, interdisciplinary and transformational.
7	e.	Use grade-appropriate transitions to develop text structure across para-	e.	main-specific vocabulary to inform about or explain the	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f.	graphs.  Use precise language and domain-specific vocabulary	f.	topic.  Establish and maintain a formal style.	f.	Establish and maintain a for- mal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		to inform about or explain the topic.		mai style.			6	Collaborate with others to create new meaning.
	g.	Provide a concluding section.	g.	Provide a concluding state- ment or section that follows from the information or expla-	g.	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	7	Utilize digital resources to learn and share with others.
	h.	With guidance and support	h.	nation presented.  With some guidance, develop		sented.	8	Engage in specialized, discipline- specific literacy practices.
		from peers and adults, develop and strengthen writing as needed by planning, revising, editing, re-		and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on	9	Apply high level cognitive processes to think deeply and critically about text.
		writing or trying a new approach.		how well purpose and audience have been addressed.		how well purpose and audience have been addressed.	10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.6.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.	1	Recognize that text is anything that communicates a message.
(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital resources.)	2	Employ, develop and refine schema to understand and create text.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.	3	View literacy experiences as transac- tional, interdisciplinary and transfor-
<ul> <li>Introduce a topic; previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include for- matting, graphics and multimedia when useful to aiding comprehension.</li> </ul>	_	mational. Utilize receptive and expressive lan-
c. <b>Develop the topic</b> with relevant facts, definitions, concrete details, quotations or other information	4	guage arts to better understand self, others and the world.
<ul><li>d. Use appropriate TRANSITIONS to clarify the relationships among ideas and concepts.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from the information or explanation present-</li> </ul>	6	Collaborate with others to create new meaning.
<ul> <li>g. Provide a concluding statement or section that follows from the information or explanation presented.</li> <li>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-</li> </ul>	7	Utilize digital resources to learn and share with others.
writing or trying a new approach, focusing on how well purpose and audience have been addressed.	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

•	3. Students will compose narration	ING PRINCIPLE FOR COMPOSITION			Interdisciplinary Literacy Practices	
	technique, well-chosen details an	d well-structured event sequences.  PROGRESSION		1	Recognize that text is anything that communicates a message.	
	C.5.3  Compose narratives, using writing and digital resources, to	C.6.3  Compose narratives to develop real or imagined experiences or	C.7.3  Compose narratives to develop real or imagined experiences or	2	Employ, develop and refine schema to understand and create text.	
	develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and	multiple events, memories or ide- as, using effective technique, rele- vant descriptive details and well- structured event sequences.	multiple events, memories or ide- as, using effective technique, rel- evant descriptive details and well-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
_	clear sequences.  (NOTE: Students must have the	(NOTE: Students must have the opportunity throughout the year	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	opportunity throughout the year to utilize digital resources, but not <u>every</u> writing experience must utilize those digital	o utilize digital resources, but not volutilize digital very writing experience must utinot every writin		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	resources.)  a. Produce clear and coherent	<ul> <li>a. Produce clear and coherent</li> </ul>	a. Produce clear and coherent	6	Collaborate with others to create new meaning.	
	writing in which the development and organization are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, pur-	writing in which the develop- ment, organization and style are appropriate to task, pur- writing in which the develop- ment, organization and style are appropriate to task, pur-	ment, organization and style are appropriate to task, pur-  ment, organization and style are appropriate to task, pur-	7	Utilize digital resources to learn and share with others.
	<ul><li>purpose and audience.</li><li>b. Orient the reader by estab-</li></ul>	pose and audience.  b. Engage the reader by estab-	pose and audience.  b. Engage the reader by estab-	8	Engage in specialized, discipline- specific literacy practices.	
	lishing a situation and introducing a narrator and/or characters; organize an event sequence that re-	lishing a context and introduc- rator and/or ing a narrator and/or charac- anize an ters; organize an event sequence that unfolds naturally  lishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that	9	Apply high level cognitive processes to think deeply and critically about text.		
	flects linear, non-linear or circular structure.	and logically.	unfolds naturally and logical- ly.	10	Develop a literacy identity that promotes lifelong learning.	
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			PROGRESSION				Interdisciplinary
	C.5.3		C.6.3		C.7.3		
C.	Use narrative techniques, such as dialogue, descrip- tion and pacing, to develop experiences and events or	c.	Use narrative techniques, such as dialogue, pacing and description, to develop, experiences, events and/or charac-	C.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or charac-	1	Recognize that text is anything that communicates a message.
	show the responses of characters to situations.		ters.		ters.	2	Employ, develop and refine schema to understand and create text.
d.	Use a variety of conjunctions and transitional words, phrases and clauses	d.	Use a variety of transition words to convey sequence and signal shifts from one	d.	Use a variety of transition words to convey sequence and signal shifts from one time	3	View literacy experiences as transactional, interdisciplinary and transformational.
	to manage the sequence of events.		time frame or setting to another.		frame or setting to another.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e.	Use concrete words and phrases and sensory details to convey experiences	e.	Use precise words and phrases, relevant descriptive details and sensory language	e.	Use precise words, relevant descriptive details and sensory language to capture the action	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and events precisely.		to convey experiences and events.		and convey experiences and events.	6	Collaborate with others to create new meaning.
f.	Provide a conclusion that follows the narrated experiences or events.	f.	Provide a conclusion that follows from the narrated expe-	f.	Provide a conclusion that follows from and reflects on the	7	Utilize digital resources to learn and share with others.
	mences of events.		riences or events.		narrated experiences or events.	8	Engage in specialized, discipline- specific literacy practices.
g.	With guidance and support from peers and adults, de- velop and strengthen writing as needed by plan-	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new ap-	9	Apply high level cognitive processes to think deeply and critically about text.
	ning, revising, editing, rewriting or trying a new approach.		proach.		proach.	10	Develop a literacy identity that promotes lifelong learning.
	·						HOME

MULTIDIMENSIONALITY - C.6.3		Intordisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	ا	Interdisciplinary Literacy Practices
Compose NARRATIVES to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	3	View literacy experiences as transactional, interdisciplinary and transfor-
<ul> <li>Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.</li> </ul>		mational.  Utilize receptive and expressive lan-
d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	guage arts to better understand self, others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
f. Provide a conclusion that follows from the narrated experiences or events.		Collaborate with others to create
g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	new meaning.
trying a new approach.	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

GUIE		Interdisciplinary			
<b>4.</b> Students will use digital resou with others.	<b>1.</b> Students will use digital resources to create and publish products as well as to interact and collaborate with others.				
	PROGRESSION			Recognize that text is anything that	
C.5.4	C.6.4	C.7.4	1	communicates a message.	
With limited guidance and support from adults, use digital resources to create and publish	Use digital resources to create and publish products as well as to interact and collaborate with	Use digital resources to create and publish products as well as to interact and collaborate with others; cite	2	Employ, develop and refine schem to understand and create text.	
products as well as to interact and collaborate with others.	others; cite sources using MLA or APA format.	sources using MLA or APA format.	3	View literacy experiences as transational, interdisciplinary and transfermational.	
_	MULTIDIMENSIONALITY - C.6.4			Utilize receptive and expressive la	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Use DIGITAL RESOURCES to create and publish products as well as to interact and collaborate with others;				
cite sources using MLA or APA for		Apply strategic practices, with			
	DING PRINCIPLE FOR COMPOSITION	DN	5		
GUIC	DING PRINCIPLE FOR COMPOSITION well as more sustained research prothe subject under investigation.		5 6	scaffolding and then independent	
GUIE  5. Students will conduct short as	s well as more sustained research pro		6	scaffolding and then independentl to approach new literacy tasks.  Collaborate with others to create	
GUIE  5. Students will conduct short as	s well as more sustained research pro the subject under investigation.			scaffolding and then independently to approach new literacy tasks.  Collaborate with others to create new meaning.	
5. Students will conduct short as demonstrating understanding of  C.5.5  Conduct short research projects that use several sources to build knowledge through	well as more sustained research protein the subject under investigation.  PROGRESSION	C.7.5  Conduct short research projects to answer a question, drawing on several sources and generating addi-	6	scaffolding and then independent to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn ar	
5. Students will conduct short as demonstrating understanding of  C.5.5  Conduct short research projects that use several sources	well as more sustained research prothe subject under investigation.  PROGRESSION  C.6.5  Conduct short research projects to answer a question, drawing on	C.7.5  Conduct short research projects to answer a question, drawing on sev-	7	scaffolding and then independently to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn any share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processes	
C.5.5  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	well as more sustained research prothe subject under investigation.  PROGRESSION  C.6.5  Conduct short research projects to answer a question, drawing on	C.7.5  Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for	6 7 8	scaffolding and then independently to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn any share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processed to think deeply and critically about text.	
C.5.5  Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  Green (italic) = Compression of the Compressi	well as more sustained research prothe subject under investigation.  PROGRESSION  C.6.5  Conduct short research projects to answer a question, drawing on several sources.	C.7.5  Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  AROON (CAPS) = CONTENT	6 7 8	scaffolding and then independently to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, discipline-specific literacy practices.  Apply high level cognitive processed to think deeply and critically about	

	GUIDING PRINCIPLE			Interdisciplinary	
	<b>6.</b> Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism				
81.48	PROGRESSION		1	Recognize that text is anything that	
C.5.6	C.6.6	C.7.6		communicates a message.	
Summarize relevant information from experiences or gather relevant information	Gather relevant information from multiple print and digital sources; assess the credibility of each	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schem to understand and create text.	
from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work,	interpret, quote or paraphrase da-	sess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and con-	3	View literacy experiences as transational, interdisciplinary and transformational.	
and provide a list of sources.	and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	4	Utilize receptive and expressive la guage arts to better understand se others and the world.	
Gather relevant information fr	MULTIDIMENSIONALITY - C.6.6  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, QUOTE OR PARAPHRASE DATA AND CONCLUSIONS OF OTHERS, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.				
7. Students will compose routi and audiences.	nely over extended and shorter time fra	ames for a variety of tasks, purposes,	7	Utilize digital resources to learn ar share with others.	
	PROGRESSION			Engage in specialized, discipline-	
C.5.7	C.6.7	C.7.7	8	specific literacy practices.	
Compose routinely over	Compose routinely over extended	Compose routinely over extended time frames and shorter time		Apply high level cognitive processo	
extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	time frames and shorter time frames for a variety of tasks, purposes and audiences.	frames for a variety of tasks, purposes and audiences.	9	, .	
shorter time frames for a variety of tasks, purposes	for a variety of tasks, purposes and	frames for a variety of tasks, pur-		to think deeply and critically abou	
shorter time frames for a variety of tasks, purposes and audiences.	for a variety of tasks, purposes and audiences.	frames for a variety of tasks, purposes and audiences.	9 10	to think deeply and critically abou text.	
shorter time frames for a variety of tasks, purposes and audiences. <i>Green (italic) = Co</i>	for a variety of tasks, purposes and audiences.  MULTIDIMENSIONALITY - C.6.7	frames for a variety of tasks, purposes and audiences.  IAROON (CAPS) = CONTENT		to think deeply and critically about text.  Develop a literacy identity that	

	Language – Grade 6	Interdisciplinary Literacy Practices	
	Conventions of Standard English	1	Recognize that text is anything that
	In both written and oral expression:	1	communicates a message.
<u>L.6.1</u>	<ul> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.</li> <li>b. Recognize and correct inappropriate shifts in pronoun number and person.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	c. Recognize variations from standard English and implement strategies to improve expression in conventional language.		View literacy experiences as transac-
	When writing:	3	tional, interdisciplinary and transfor- mational.
<u>L.6.2</u>	a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	4	Utilize receptive and expressive lan-
	b. Demonstrate appropriate use of strategies to identify and correct spelling errors.		guage arts to better understand self, others and the world.
	Knowledge of Language		Apply strategic practices, with
L.6.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Vary sentence patterns for meaning, reader/listener interest and style.	5	scaffolding and then independently, to approach new literacy tasks.
	b. Maintain consistency in style and tone.		Collaborate with others to create
	Vocabulary Acquisition and Use	6	new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	7	Utilize digital resources to learn and share with others.
	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.		Engage in specialized, discipline-
<u>L.6.4</u>	<ul><li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li><li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the</li></ul>	8	specific literacy practices.
	precise meaning of key words and phrases.  d. 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.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.6.5</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to personification, in context.	10	Develop a literacy identity that pro- motes lifelong learning.
	<ul><li>b. Use the relationship between particular words to better understand each of the words.</li><li>c. Distinguish among the connotations of words with similar denotations.</li></ul>		HOME

	GUID  1. Students will demonstrate comm	Interdisciplinary			
18	writing and speaking.		Literacy Practices		
		_	Recognize that text is anything that		
	L.5.1	L.6.1	L.7.1	1	communicates a message.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	In both written and oral expression:	In both written and oral expression:	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. Explain the function of conjunctions, prepositions, and interjections in a grade-level</li> </ul>	correct pronoun errors, including but not limited to subjective, objective, possessive and	<ul> <li>a. Create sentences using correctly placed clauses and phrases.</li> <li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	text.  b. Use the perfect verb tenses.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Use verb tense to convey various times, sequences, states, and conditions.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	d. Produce complete sentences recognizing and correcting			6	Collaborate with others to create new meaning.
	inappropriate shifts in verb tense.	expression in conventional language.		7	Utilize digital resources to learn and share with others.
	e. Use correlative conjunctions.	ULTIDIMENSIONALITY - L.6.1		8	Engage in specialized, discipline- specific literacy practices.
7	Green (italic) = Compreh  In both written and oral expression:	9	Apply high level cognitive processes to think deeply and critically about text.		
	<ul> <li>a. Recognize vague pronouns and correct pronoun errors, including but not limited to SUBJECTIVE, OBJECTIVE, POSSESSIVE AND INTENSIVE PRONOUNS.</li> <li>b. Recognize and correct inappropriate shifts in PRONOUN number and person.</li> <li>c. Recognize VARIATIONS FROM STANDARD ENGLISH and implement strategies to improve expression in con-</li> </ul>				Develop a literacy identity that pro- motes lifelong learning.
	ventional language.	249			HOME

	DING PRINCIPLE FOR LANGUAGE mand of the conventions of standard	English capitalization, punctuation		Interdisciplinary Literacy Practices	
	PROGRESSION			Recognize that text is anything that	
L.5.2	L.6.2	L.7.2	1	communicates a message.	
When writing:	When writing:	When writing:		, , ,	
a. Use punctuation to separate items in a series.	a. Demonstrate appropriate use     of punctuation (commas, pa-	a. Demonstrate appropriate use of a comma to separate	2	Employ, develop and refine schema to understand and create text.	
b. Use a comma to separate an introductory element from	rentheses, dashes) to set off nonrestrictive/parenthetical elements.	coordinate adjectives.  b. Demonstrate appropriate	3	View literacy experiences as transactional, interdisciplinary and transformational.	
c. Use a comma to set off the words yes and no, to set off	<ul> <li>b. Demonstrate appropriate use of strategies to identify and correct spelling errors.</li> </ul>	use of strategies and resources (print and electronic) to identify and correct spelling errors.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
a tag question from the rest of the sentence and to indicate direct address.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
d. Use underlining, quotation marks or italics to indicate titles of works.			6	Collaborate with others to create new meaning.	
e. Use strategies and resources (print and electronic) to			7	Utilize digital resources to learn and share with others.	
identify and correct spelling errors.			8	Engage in specialized, discipline- specific literacy practices.	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				
a. Demonstrate appropriate use of STRICTIVE/PARENTHETICAL ELE	f PUNCTUATION (COMMAS, PARENTHES MENTS. f strategies to identify and correct spelli		10	Develop a literacy identity that promotes lifelong learning.	
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GUID	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary	
	<b>3.</b> Students will 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.				
	PROGRESSION				
L.5.3	L.6.3	L.7.3		communicates a message.	
Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.	
a. Expand, combine, and re-	a. Vary sentence patterns for	a. Choose language that express-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
duce sentences for meaning, reader/listener interest and style.	b. Maintain consistency in style Compare and contrast the and tone.	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
b. Compare and contrast the varieties of English (e.g., dia-			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
lects, registers, slang) used in stories, dramas or poems.			6	Collaborate with others to create new meaning.	
M Green (italic) = Compre	IULTIDIMENSIONALITY - L.6.3  Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.	
Use knowledge of language and its	conventions when writing, speaking	g, reading or listening.	8	Engage in specialized, discipline- specific literacy practices.	
	<ul><li>a. Vary sentence patterns for meaning, reader/listener interest and style.</li><li>b. Maintain consistency in style and tone.</li></ul>			Apply high level cognitive processes to think deeply and critically about text.	
			10	Develop a literacy identity that promotes lifelong learning.	
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	4. Students will use a variety of str	DING PRINCIPLE FOR LANGUAGE rategies to determine or clarify the rappropriate. Students will acquire and	neaning of words and phrases, con-		Interdisciplinary Literacy Practices
		rds and phrases sufficient for reading		1	Recognize that text is anything that communicates a message.
		PROGRESSION			
	<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-	L.6.4  Determine or clarify the meaning of unknown and multiple-	<b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
	meaning words and phrases based on grade 5 reading and content, choosing flexibly from an	meaning words and phrases based on grade 6 reading and content, choosing flexibly from an	words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	array of strategies.	array of strategies.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>Use context (e.g., cause/ effect relationships and com- parisons in text) as a clue to the meaning of a word or</li> </ul>	meaning of a sentence or par- meaning of a sentence or par- meaning of a sentence or par- meaning of a sentence or par- graph; a word's position or graph; a word's position or func-	, ,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
7	phrase.	clue to the meaning of a word or phrase.	the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
	b. Use common affixes and roots as clues to the meaning	b. Use Greek and Latin affixes and roots as clues to the	b. Use Greek and Latin affixes and roots as clues to the meaning of	7	Utilize digital resources to learn and share with others.
	of a word.	meaning of a word.	a word.	8	Engage in specialized, discipline- specific literacy practices.
	c. Consult print and digital ref- erence materials to find the pronunciation and determine or clarify the precise meaning	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning	c. Consult print and digital refer- ence materials to find the pro- nunciation and determine or clariy the precise meaning of key	9	Apply high level cognitive processes to think deeply and critically about text.
	of key words and phrases.	of key words and phrases.	words and phrases.	10	Develop a literacy identity that promotes lifelong learning.
					HOME

		PROGRESSION			Interdisciplinary
	L.5.4	L.6.4	L.7.4		
	grade-appropriate general g academic and domain- a	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather	<ul> <li>d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;</li> </ul>	1	Recognize that text is anything that communicates a message.
	including those that signal contrast, addition and other logical relationships.	vocabulary knowledge when considering a word or phrase important to comprehension	gather vocabulary knowledge when considering a word or phrase important to compre-	2	Employ, develop and refine schema to understand and create text.
ľ	·	or expression.	hension or expression.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
		IULTIDIMENSIONALITY - L.6.4  Chension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of reading and content, choosing flex	of unknown and multiple-meaning wo kibly from an array of strategies.	rds and phrases based on grade 6	6	Collaborate with others to create new meaning.
♬	sentence) as a clue to the mea	meaning of a sentence or paragraph; ning of a word or phrase.  S AND ROOTS as clues to the meaning	·	7	Utilize digital resources to learn and share with others.
		ence materials to find the pronunciation		8	Engage in specialized, discipline- specific literacy practices.
	d. 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.				Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

	GUIDI	NG PRINCIPLE FOR LANGUAGE			Interdisciplinary
	<b>5.</b> Demonstrate understanding of w		Literacy Practices		
			Recognize that text is anything that		
	L.5.5	L.6.5	L.7.5	1	communicates a message.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content,	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	choosing flexibly from an array of strategies.  a. Interpret figurative language,	<ul> <li>a. Interpret figurative language, including but not limited to</li> </ul>	a. Interpret figurative lan- guage, including but not lim-	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	including similes and meta- phors, in context.	personification, in context. ited to allusions, in context.  b. Use the relationship beparticular words to better ited to allusions, in context.	ited to allusions, in context.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	meaning of common idioms, adages and proverbs.  understand each of the imp words.  c. Dist	improve understanding.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	<ul> <li>Demonstrate understanding of words by relating them to their synonyms and anto- nyms.</li> </ul>	<ul> <li>Distinguish among the con- notations of words with simi- lar denotations.</li> </ul>	ilar denotations.	6	Collaborate with others to create new meaning.
	,			7	Utilize digital resources to learn and share with others.
	ML	JLTIDIMENSIONALITY - L.6.5		8	Engage in specialized, discipline- specific literacy practices.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				Apply high level cognitive processes to think deeply and critically about text.
♬	b. Use the relationship between p	GE, including but not limited to PERSO articular words to better understand TATIONS OF WORDS WITH SIMILAR D	d each of the words.	10	Develop a literacy identity that promotes lifelong learning.
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	Reading Standards for Literature - Grade 7		Interdisciplinary Literacy Practices
	Key Ideas and Details		•
<u>RL.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.7.2</u>	Determine themes of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RL.7.3</u>	Analyze how particular elements of a story or drama influence one another.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	4	guage arts to better understand self, others and the world.
<u>RL.7.5</u>	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<u>RL.7.6</u>	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
<u>RL.7.7</u>	Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.	7	Utilize digital resources to learn and share with others.
<u>RL.7.8</u>	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.7.9</u>	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.7.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that promotes lifelong learning.
	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME

GUIDII	NG PRINCIPLE FOR READING LITE	ERATURE		Interdisciplinary
1. Students will read closely ences from it; cite specific te		Literacy Practices		
	PROGRESSION		1	Recognize that text is anything the
RL.6.1	RL.7.1	RL.8.1	1	communicates a message.
Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer- ences drawn from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine scher to understand and create text.
	the text.			View literacy experiences as trans
	MULTIDIMENSIONALITY - RL.7.	1	3	tional, interdisciplinary and trans mational.
Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive l
CITE SEVERAL PIECES OF TEXTU inferences drawn from the tex	4	guage arts to better understand others and the world.		
GUIDII	5	Apply strategic practices, with scaffolding and then independen to approach new literacy tasks.		
		nalyze their development; cite specific tions to support conclusions drawn from	6	Collaborate with others to create new meaning.
	PROGRESSIONS			Utilize digital resources to learn a
RL.6.2	RL.7.2	RL.8.2	7	share with others.
Analyze how the theme is reflected in the text by citing particular details and/or providing an objec-	Determine themes of a text and analyze their develop- ment through citing textual evidence, paraphrasing or	Determine themes of a text and analyze how they are developed through relationships of characters, setting and plot, citing textual	8	Engage in specialized, discipline- specific literacy practices.
tive summary.	summarizing.	evidence, paraphrasing or summa- rizing.	9	Apply high level cognitive proces to think deeply and critically abotext.
	MULTIDIMENSIONALITY - RL.7.			
	prehension Purple (bold) = Analysis and analyze their development through	MAROON (CAPS) = CONTENT  ugh citing textual evidence, paraphras-	10	Develop a literacy identity that p motes lifelong learning.
ing or summarizing.				HOME
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	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	<b>3.</b> Students will analyze how and a text.		Literacy Practices		
	PROGRESSION				Recognize that text is anything that communicates a message.
	RL.6.3	RL.7.3	RL.8.3		communicates a message.
	Describe how a particular sto- ry's or drama's plot unfolds in a series of episodes and de-	Analyze how particular ele- ments of a story or drama influ- ence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a	2	Employ, develop and refine schema to understand and create text.
	termine how the characters respond or change as the plot moves toward a resolution.		character, or provoke a decision.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		MULTIDIMENSIONALITY - RL.7.	3		Utilize receptive and expressive lan-
	Green (italic) = Comp	prehension Purple (bold) = Analysis  NTS OF A STORY OR DRAMA influen	MAROON (CAPS) = CONTENT	4	guage arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		to approach her interdey tasks.
12		and phrases as they are used in a t nings, and analyze how specific wor	ext, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.6.4	RL.7.4	RL.8.4	7	share with others.
	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of spe-	8	Engage in specialized, discipline- specific literacy practices.
•	meanings; analyze the impact of a specific word choice on meaning and tone.	analyze the impact of rhymes and other repetitions of sounds on a passage.	cific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	4		Barrelan a literan artista ett attari
	Green (italic) = Comp		MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
		act of RHYMES AND OTHER REPETI	text, including <b>figurative and connota-</b> TIONS OF SOUNDS on a passage.		HOME

			ic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.6.5	RL.7.5	RL.8.5	_	communicates a message.
	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the	Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text	2	Employ, develop and refine schema to understand and create text.
	overall structure of a text and contributes to the development of the theme, setting or plot.		contributes to its meaning and style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp	MULTIDIMENSIONALITY - RL.7.:  orehension Purple (bold) = Analysis	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Analyze how the form or STRUCTURE of a drama, poem or prose text contributes to its meaning.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		JIDING PRINCIPLE FOR READING		6	Collaborate with others to create new meaning.
	<b>6.</b> Students will analyze now poi	int of view, perspective and purpos	e shape the content and style of a text.		Utilize digital resources to learn and
		PROGRESSION		7	share with others.
	RL.6.6	RL.7.6	RL.8.6		Formation and statistics
	Explain how an author develops the perspective of the	Analyze how an author develops and contrasts the perspective of different characters or	Analyze characters' and readers' perspectives and how the differences crests affects including but not limited	8	Engage in specialized, discipline- specific literacy practices.
ĺ	narrator or speaker in a text.	narrators in a text.	ate effects, including but not limited to suspense, humor and empathy.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.	6		Builting Brown Co.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			10	Develop a literacy identity that promotes lifelong learning.
	Analyze how an author development.	os and contrasts the PERSPECTIVE of	of different characters or narrators in a		HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
	<b>7.</b> Students will integrate and evented and formats.		Literacy Practices		
		1	Recognize that text is anything that		
	RL.6.7	RL.7.7	RL.8.7	_	communicates a message.
	Compare/contrast reading a print text and viewing its visual/oral presentation.	Compare/contrast reading a print text and viewing its visual/ oral presentation, analyzing the	Analyze the extent to which a filmed/ live production of a story or drama stays faithful to or departs from the	2	Employ, develop and refine schema to understand and create text.
		effects of techniques unique to each medium.	text or script, evaluating choices made by the director or actors.	3	View literacy experiences as transactional, interdisciplinary and transformational.
					Utilize receptive and expressive lan-
		MULTIDIMENSIONALITY - RL.7.7  prehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
♬	Compare/contrast reading a pr TECHNIQUES UNIQUE TO EACH	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	READING GU	JIDING PRINCIPLE FOR READING	G LITERATURE	6	Collaborate with others to create new meaning.
	<b>8.</b> Students will delineate and evalidity, reasoning, relevance an		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RL.6.8 (Not applicable to literature)	RL.7.8 (Not applicable to literature)	RL.8.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
				9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.7.8	8		Dovolon a litara avidantitu that
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	(Not applicable to literature)				HOME
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	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
9	<b>9.</b> Students will analyze how two knowledge or to compare the a	Literacy Practices			
	PROGRESSION			4	Recognize that text is anything that
	RL.6.9	RL.7.9	RL.8.9	1	communicates a message.
	Compare/contrast how various forms or genres of texts approach a similar theme or topic.	Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	Analyze how a modern 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	2	Employ, develop and refine schema to understand and create text.
		tory.	new.		View literacy experiences as transac
		MULTIDIMENSIONALITY - RL.7.	9	3	tional, interdisciplinary and transfor-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.
	Compare/contrast a FICTIONAL	PORTRAYAL and A HISTORICAL ACC	COUNT OF THE SAME PERIOD as a	4	Utilize receptive and expressive lan-
	means to understand how autho	ors use history.		4	guage arts to better understand self, others and the world.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Apply strategic practices, with
<b>\$</b>			exts independently and proficiently.	5	scaffolding and then independently to approach new literacy tasks.
	PROGRESSION				Collaborate with others to create
	RL.6.10	RL.7.10	RL.8.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesiz-	7	Utilize digital resources to learn and share with others.
	encing, summarizing, synthesiz- ing, using prior knowledge, de- termining importance) to read, comprehend, and analyze	summarizing, synthesizing, using prior knowledge, determining importance) to read, compre- hend, and analyze grade-level	ing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and	8	Engage in specialized, discipline- specific literacy practices.
	grade-level appropriate, complex literary texts independently and proficiently.	appropriate, complex literary texts independently and proficiently.	proficiently.	9	Apply high level cognitive processes to think deeply and critically about
		MULTIDIMENSIONALITY - RL.7.1		text.	
7	By the end of the year, flexibly u	•	MAROON (CAPS) = CONTENT  tegies (i.e., questioning, monitoring, vis- edge, determining importance) to read,	10	Develop a literacy identity that promotes lifelong learning.
	J		ITERARY TEXTS independently and pro-		HOME
	,	260			

	Reading Standards for Informational Text Grade 7	Interdisciplinary Literacy Practices	
	Key Ideas and Details		
<u>RI.7.1</u>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RI.7.2</u>	Determine central ideas of a text and analyze their development through citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
<u>RI.7.3</u>	Analyze the interactions between individuals, events and ideas over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RI.7.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of word choices on meaning and tone.	4	guage arts to better understand self, others and the world.
			Apply strategic practices, with
<u>RI.7.5</u>	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	5	scaffolding and then independently, to approach new literacy tasks.
<u>RI.7.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Hailing direital apparatus to large and
<u>RI.7.7</u>	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	7	Utilize digital resources to learn and share with others.
	ject and its impact on the addience.		Engage in specialized, discipline-
<u>RI.7.8</u>	Identify 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.	8	specific literacy practices.
	··		Apply high level cognitive processes
<u>RI.7.9</u>	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.	9	to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RI 7 10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that promotes lifelong learning.
111.7.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary	
	1. Students will read closely to cit; cite specific textual evidence		Literacy Practices			
	PROGRESSION				Recognize that text is anything that	
	RI.6.1	RI.7.1	RI.8.1		communicates a message.	
	Cite textual evidence to sup- port analysis of what the text says explicitly as well as infer-	Cite several pieces of textual evidence to support analysis of what the text says explicitly as	Cite relevant textual evidence to sup- port analysis of what the text says ex- plicitly as well as inferences drawn	2	Employ, develop and refine schema to understand and create text.	
	ences drawn from the text.	well as inferences drawn from the text.	from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
		MULTIDIMENSIONALITY -RI.7.1	l .		Utilize receptive and expressive lan-	
_	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self	
	CITE SEVERAL PIECES OF TEXTUA inferences drawn from the text		what the text says explicitly as well as		others and the world.	
	interences drawn from the text	5	Apply strategic practices, with scaffolding and then independently,			
	GUIDING PR		to approach new literacy tasks.			
			development; cite specific textual evioport conclusions drawn from the text.	6	Collaborate with others to create new meaning.	
		PROGRESSION		_	Utilize digital resources to learn and	
	RI.6.2	RI.7.2	RI.8.2	7	share with others.	
	Analyze how the central ideas are reflected in a text by citing particular details and/or	Determine central ideas of a text and analyze their development through citing textual evi-	Determine central ideas of a text and analyze how they are developed through relationships of key details,	8	Engage in specialized, discipline- specific literacy practices.	
	providing an objective sum- mary.	dence, paraphrasing or summa- rizing.	citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.	
		MULTIDIMENSIONALITY -RI.7.2				
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Determine CENTRAL IDEAS of a text and analyze their development through citing textual evidence, para-			10	Develop a literacy identity that pro- motes lifelong learning.	
	phrasing or summarizing.				HOME	

	INCIPLE FOR READING INFORMA	ATIONAL TEXT  develop and interact over the course of		Interdisciplinary
a text.	Literacy Practices			
	1	Recognize that text is anything that		
RI.6.3	RI.7.3	RI.8.3		communicates a message.
Analyze in detail how an author develops a key individual, event or idea over the course	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions	2	Employ, develop and refine schema to understand and create text.
of a text.		between ideas over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY -RI.7.3	3		Utilize receptive and expressive lan-
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
Analyze the INTERACTIONS BET	WEEN INDIVIDUALS, EVENTS AND I	DEAS over the course of a text.		others and the world.
		5	Apply strategic practices, with scaffolding and then independently,	
GUIDING PR	INCIPLE FOR READING INFORMA	ATIONAL TEXT		to approach new literacy tasks.
<b>4.</b> Students will 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.				Collaborate with others to create new meaning.
	PROGRESSION			Utilize digital resources to learn and
RI.6.4	RI.7.4	RI.8.4	7	share with others.
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and tech-	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical	Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the im-	8	Engage in specialized, discipline- specific literacy practices.
nical meanings; analyze the impact of a specific word choice on meaning and tone.	meanings; analyze the impact of word choices on meaning and tone.	pact of specific word choices on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
MULTIDIMENSIONALITY –RI.7.4				Develop a literacy identity that pro-
· · ·	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 1			
9 9	s and phrases as they are used in a the impact of WORD CHOICES on	text, including figurative, connotative meaning and TONE.		HOME
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		ATIONAL TEXT ic sentences, paragraphs, and larger por-		Interdisciplinary Literacy Practices
	PROGRESSION			
RI.6.5	RI.7.5	RI.8.5	1	communicates a message.
Analyze how a particular sentence, paragraph, chapter or section fits into the overall	Analyze the structure an author uses to organize a text, including how the different sections	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in de-	2	Employ, develop and refine schema to understand and create text.
structure of a text and contributes to the development of the ideas.	contribute to the whole and to the development of the ideas.	veloping and refining a key concept.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com	MULTIDIMENSIONALITY –RI.7.5  prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Analyze the STRUCTURE an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C Students will analyze how no	int of view perspective, and purpos	ATIONAL TEXT se shape the content and style of a text.	6	Collaborate with others to create new meaning.
6. Students will analyze now po	PROGRESSION	e shape the content and style of a text.	7	Utilize digital resources to learn and share with others.
RI.6.6	RI.7.6	RI.8.6		
Determine an author's per-	Determine an author's perspective and purpose in a text, and	Determine an author's perspective and purpose in a text, and analyze	8	Engage in specialized, discipline- specific literacy practices.
spective and purpose in a text,				, , , , , , , , , , , , , , , , , , , ,
spective and purpose in a text, and explain how it is conveyed in a text.	analyze how the author distinguishes his or her position from that of others.	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.
and explain how it is conveyed	analyze how the author distin- guishes his or her position from	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about
and explain how it is conveyed in a text.  Green (italic) = Com	analyze how the author distinguishes his or her position from that of others.  MULTIDIMENSIONALITY –RI.7.6  prehension Purple (bold) = Analysis	how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about

GUIDING P	RINCIPLE FOR READING INFORMA	ATIONAL TEXT		Interdisciplinary	
7. Students will integrate and omedia and formats.	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				
	PROGRESSION				
RI.6.7	RI.7.7	RI.8.7	1	communicates a message.	
Integrate information present ed in print and non-print formats to develop a coherent	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular top-	2	Employ, develop and refine schema to understand and create text.	
understanding of a topic or issue.	the subject and its impact on the audience.	ics or ideas.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
<b>_</b>	MULTIDIMENSIONALITY -RI.7.7  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Compare/contrast a print to a non-print version of a text, analyzing each media's PORTRAYAL OF THE				
·	SUBJECT and its impact on the audience.				
	• ,	as and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
	PROGRESSION		7	Utilize digital resources to learn and	
RI.6.8	RI.7.8	RI.8.8		share with others.	
Identify and evaluate the argument and specific claims in a text, distinguishing claims	Identify and evaluate the argument and specific claims in a text, assessing whether the rea-	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and	8	Engage in specialized, discipline- specific literacy practices.	
that are supported by reasons and evidence from unsupported ed claims.		the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY –RI.7.8	3		Develop a literacy identity that pro-	
<b>_</b>	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Identify and evaluate the ARGUMENT and specific CLAIMS in a text, assessing whether the reasoning is				
	evant and sufficient to support the			HOME	

		or more texts address similar themes or oaches the authors take.			Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
IJ	RI.6.9	RI.7.9	RI.8.9	_	communicates a message.
	Compare/contrast how two or more authors present similar events.	Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpreta-	2	Employ, develop and refine schema to understand and create text.
		different interpretations of facts.	tion.		View literacy experiences as transac-
	N	MULTIDIMENSIONALITY –RI.7.9		3	tional, interdisciplinary and transformational.
	Green (italic) = Compre	ehension Purple (bold) = Analysis MA	ROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
		HORS WRITING ABOUT THE SAME TO dvancing different interpretations of		4	guage arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT  10. Students will read, comprehend and analyze complex informational texts independently and proficiently.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
•		PROGRESSION		_	Collaborate with others to create
	RI.6.10	RI.7.10	RI.8.10	6	new meaning.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferenc-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summariz-	7	Utilize digital resources to learn and share with others.
	ing, summarizing, synthesizing, using prior knowledge, determining importance) to read,	narizing, synthesizing, ing, synthesizing, using prior ing, synthesizing, using prior knowledge, deter-knowledge, determining importance) to read, portance) to read, comprehend portance) to read, comprehend,	8	Engage in specialized, discipline- specific literacy practices.	
	comprehend, and analyze grade- level appropriate informational texts independently and profi- ciently.	and analyze grade-level appropriate, complex informational texts independently and proficiently.	and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
		IULTIDIMENSIONALITY –RI.7.10	DOON (CARS) CONTENT		
		ehension Purple (bold) = Analysis MAI a variety of comprehension strategies synthesizing, using prior knowledge, de	(i.e., questioning, monitoring, visu-	10	Develop a literacy identity that pro- motes lifelong learning.
		EVEL APPROPRIATE, COMPLEX INFORM			HOME

	Composition – Grade 7		Interdisciplinary Literacy Practices		
	Text Types and Purposes	4	Recognize that text is anything that		
	Compose arguments to support claims with clear reasons and relevant evidence.	1	communicates a message.		
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema		
	<ul> <li>Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</li> </ul>		to understand and create text.  View literacy experiences as transac-		
<u>C.7.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transfor- mational.		
	d. Use transitions to create cohesion and clarify the relationships among claims.		Utilize receptive and expressive lan-		
	e. Establish and maintain a task appropriate writing style.	4	guage arts to better understand self,		
	Provide a concluding statement or section that supports the argument presented.		others and the world.		
	g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	6	Collaborate with others to create new meaning.		
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>				
	Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.		Utilize digital resources to learn and share with others.		
	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.	8	Engage in specialized, discipline- specific literacy practices.		
<u>C.7.2</u>	d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.		Apply high level cognitive processes		
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about		
	f. Establish and maintain a formal style.		text.		
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	10	Develop a literacy identity that pro-		
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		motes lifelong learning.		

	Composition – Grade 7	Interdisciplinary Literacy Practices		
	Text Types and Purposes	1	Recognize that text is anything that	
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.	1	communicates a message.	
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.	
	b. Engage 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.	3	View literacy experiences as transactional, interdisciplinary and transfor-	
673	c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.		mational.	
<u>C.7.3</u>	d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. Use precise words, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	-	Apply strategic practices, with scaffolding and then independently,	
	f. Provide a conclusion that follows from and reflects on the narrated experiences or events.	5	to approach new literacy tasks.	
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create	
	Production and Distribution		new meaning.	
<u>C.7.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
	Research to Build and Present Knowledge		Engage in specialized, discipline-	
<u>C.7.5</u>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8	specific literacy practices.	
<u>C.7.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic		Apply high level cognitive processes to think deeply and critically about text.	
	MLA or APA citation.  Page of Writing	10	Develop a literacy identity that pro-	
	Range of Writing	10	motes lifelong learning.	
<u>C.7.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME	

1. Students will compose argume		Interdisciplinary Literacy Practices		
valid reasoning and relevant and	PROGRESSION		1	Recognize that text is anything that communicates a message.
C.6.1  Compose arguments to support claims with clear reasons	C.7.1  Compose arguments to support claims with clear reasons and	C.8.1  Compose arguments to support claims with clear reasons and rele-	2	Employ, develop and refine schema to understand and create text.
and relevant evidence.  a. Produce clear and coher-	relevant evidence.  a. Produce clear and coherent	vant evidence.  a. Produce clear and coherent	3	View literacy experiences as transactional, interdisciplinary and transformational.
ent writing in which the development, organization, and style are appro-	writing in which the development, organization and style are appropriate to task,	writing in which the develop- ment, organization and style are appropriate to task, purpose	4	Utilize receptive and expressive language arts to better understand self, others and the world.
priate to task, purpose and audience.	purpose and audience.	and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
b. Introduce claim(s) and organize the reasons and evidence clearly.	<ul><li>b. Introduce claim(s),</li><li>acknowledge opposing</li><li>claims and counter/refute</li></ul>	<ul><li>b. Introduce claim(s), acknowledge and distinguish opposing claim</li><li>(s) and counter/refute them,</li></ul>	6	Collaborate with others to create new meaning.
	them and organize the rea- sons and evidence logically.	and organize the reasons and evidence logically.	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with clear reasons and relevant evi-	c. Support claim(s) with logical reasoning and relevant evi-	c. Support claim(s) with logical reasoning and relevant evidence,	8	Engage in specialized, discipline- specific literacy practices.
dence, using credible sources, acknowledging opposing claims and demonstrating an under-	dence, using accurate, credi- ble sources and demon- strating an understanding of the topic or text.	using accurate, credible sources and demonstrating an under-standing of the topic or text.	9	Apply high level cognitive processes to think deeply and critically about text.
standing of the topic or text.			10	Develop a literacy identity that promotes lifelong learning.
				HOME

PROGRESSION								Interdisciplinary
		C.6.1		C.7.1		C.8.1		Literacy Practices
	d.	Use words, phrases and clauses to clarify the relationships among claim (s) and reasons.	d.	Use transitions to create co- hesion and clarify the rela- tionships among claims.	d.	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	1	Recognize that text is anything that communicates a message.
	e.	Establish and maintain a	e.	Establish and maintain a task	e.		2	Employ, develop and refine schema to understand and create text.
7		formal style.		appropriate writing style.		propriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f.	Provide a concluding statement or section that follows from the	f.	Provide a concluding state- ment or section that sup- ports the argument present-	f.	Provide a concluding statement or section that supports the argument presented.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	g.	argument presented.  With some guidance,	g.	ed. With some guidance, devel-	g.	With some guidance, develop and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		develop and strengthen writing as needed by planning, revising, ed-		op and strengthen writing as needed by planning, revising, editing, rewriting or trying a		strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach,	6	Collaborate with others to create new meaning.
		iting, rewriting or trying a new approach.	how well purpose and	new approach, focusing on how well purpose and audience have been addressed.	and a	focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.
							8	Engage in specialized, discipline- specific literacy practices.
							9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.7.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose ARGUMENTS to support claims with clear reasons and relevant evidence.  a. Produce clear and coherent writing in which the development, organization and style are appropriate	1	Recognize that text is anything that communicates a message.
<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons</li> </ul>	2	Employ, develop and refine schema to understand and create text.
and evidence logically.		View literacy experiences as transac-
C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transfor- mational.
d. Use TRANSITIONS to create cohesion and clarify the relationships among claims.  e. Establish and maintain a task appropriate writing style.	4	Utilize receptive and expressive language arts to better understand self,
<ul> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-</li> </ul>	5	others and the world.  Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
writing or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GU		Interdisciplinary		
	2. Students will compose info		Literacy Practices		
	clearly and accurately throug	1	Recognize that text is anything that		
		_	communicates a message.		
	C.6.2	C.7.2	C.8.2	2	Employ, develop and refine schema
	Compose informative and/or explanatory texts to examine	Compose informative and/or explanatory texts to examine a top-	Compose informative and/or explanatory texts to examine a topic and	2	to understand and create text.
	a topic and convey ideas, concepts and information through the selection, organ- ization and analysis of rele-	ic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	convey ideas, concepts, and infor- mation through the selection, organi- zation, and analysis of relevant con- tent.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	vant content.  a. Produce clear and coher-	a. Produce clear and coherent	a. Produce clear and coherent	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<b>/</b>	ent writing in which the development, organiza- tion and style are appro- priate to task, purpose	writing in which the develop- ment, organization and style are appropriate to task, pur- pose and audience.	evelop- writing in which the develop- d style ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	b. Introduce a topic, pre-	b. Introduce a topic clearly; or-		6	Collaborate with others to create new meaning.
	viewing what is to fol- low; organize ideas, con- cepts and information, using strategies such as	ganize ideas, concepts and information, using strategies such as definition, classification, comparison (contrast	ize ideas, concepts, and infor- mation into broader categories; include formatting, graphics and multimedia when useful to aiding	7	Utilize digital resources to learn and share with others.
	definition, classification, comparison/contrast and cause/effect; include	tion, comparison/contrast and cause/effect; include for- matting, graphics and multi- media when useful to aiding	comprehension.	8	Engage in specialized, discipline- specific literacy practices.
	formatting, graphics and multimedia when useful to aiding comprehension.	comprehension.		9	Apply high level cognitive processes to think deeply and critically about text.
	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other in-	c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and exam-	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.	10	Develop a literacy identity that promotes lifelong learning.
	formation and examples.	ples.	other information and examples.		HOME

				Interdisciplinary			
	C.6.2		C.7.2		C.8.2		Literacy Practices
d.	Use appropriate transitions to clarify the relationships among ideas and concepts.	d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	1	Recognize that text is anything that communicates a message.
e.	Use precise language and domain-specific vo-	e.	Use precise language and domain-specific vocabulary	e.	Use precise language and do- main-specific vocabulary to in-	2	Employ, develop and refine schema to understand and create text.
	cabulary to inform about or explain the topic.		to inform about or explain the topic.		form about or explain the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
g.	Provide a concluding statement or section that follows from the	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	information or explanation presented.		mation or explanation presented.			6	Collaborate with others to create new meaning.
h.	develop and strengthen writing as needed by	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	7	Utilize digital resources to learn and share with others.
	planning, revising, ed- iting, rewriting or trying a new approach, focus- ing on how well purpose		editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		writing or trying a new approach, focusing on how well purpose and audience have been addressed.	8	Engage in specialized, discipline- specific literacy practices.
	and audience have been addressed.				uresseu.	9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
<ul> <li>Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
<ul> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> <li>d. Use appropriate TRANSITIONS to create cohesion and clarify the relationships among ideas and con-</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
cepts.  e. Use precise language and domain-specific vocabulary to inform about or explain the topic.  f. Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	6	Collaborate with others to create new meaning.
h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

·	narratives to develop real or imagin	Interdisciplinary Literacy Practices		
effective technique, w	chosen details and well-structured e  PROGRESSION	vent sequences.	1	Recognize that text is anything that communicates a message.
C.6.3	C.7.3	C.8.3		
Compose narratives to do op real or imagined expe	real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing effective	2	Employ, develop and refine schemators to understand and create text.
ences or multiple events memories or ideas, using effective technique, rele descriptive details and w	· · · · · · · · · · · · · · · · · · ·	technique, well-chosen details and well-structured sequences for an intended purpose.	3	View literacy experiences as transa tional, interdisciplinary and transfo mational.
structured event sequen  a. Produce clear and co ent writing in which	r- a. Produce clear and coherent	ear and coherent  a. Produce clear and coherent	4	Utilize receptive and expressive lar guage arts to better understand se others and the world.
development, organ tion and style are ap priate to task, purpo and audience.	ment, organization, and style	ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
b. Engage the reader b	b. Engage the reader by estab- lishing a context and point of	<ul> <li>Engage the reader by setting out a problem, situation or observa- tion, establishing a point of view</li> </ul>	6	Collaborate with others to create new meaning.
and introducing a na tor and/or character organize an event se quence that unfolds	tor and/or characters; organ- ize an event sequence that	and introducing a narrator and/or characters; create a smooth progression of experiences or	7	Utilize digital resources to learn an share with others.
urally and logically.	ly.	events.	8	Engage in specialized, discipline- specific literacy practices.
c. Use narrative tech- niques, such as dialo pacing and descripti to develop experien events and/or chara	description, to develop expe-	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	9	Apply high level cognitive processe to think deeply and critically about text.
ters.			10	Develop a literacy identity that promotes lifelong learning.

HOME

PROGRESSION							Interdisciplinary
	C.6.3		C.7.3		C.8.3		Literacy Practices
d.	Use a variety of transition words to convey sequence and signal shifts from one time	d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to an-	d.	vey sequence, signal shifts from one time frame or setting to another and show the relationships	1	Recognize that text is anything that communicates a message.
	frame or setting to another.		other.		among experiences and events.	2	Employ, develop and refine schema to understand and create text.
e.	Use precise words and phrases, relevant descriptive details and sen-	e.	Use precise words, relevant descriptive details and sensory language to capture the	e.	relevant descriptive details and sensory language to capture the	3	View literacy experiences as transactional, interdisciplinary and transformational.
	sory language to convey experiences and events.		action and convey experiences and events.		action and convey experiences and events.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
f.	Provide a conclusion that follows from the narrated experiences or events.	f.	Provide a conclusion that follows from and reflects on the narrated experiences or events.	f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g.	With guidance, develop and strengthen writing	g.	With guidance, develop and strengthen writing as needed	g.	With guidance, develop and strengthen writing as needed by	6	Collaborate with others to create new meaning.
	as needed by planning, revising, editing, re- writing or trying a new		by planning, revising, editing, rewriting or trying a new approach.		planning, revising, editing, rewriting or trying a new approach.	7	Utilize digital resources to learn and share with others.
	approach.					8	Engage in specialized, discipline- specific literacy practices.
						9	Apply high level cognitive processes to think deeply and critically about text.
						10	Develop a literacy identity that promotes lifelong learning.
							HOME

MULTIDIMENSIONALITY - C.7.3		Lateralis da lineare
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Interdisciplinary Literacy Practices
Compose NARRATIVES to develop real or imagined experiences or multiple events, memories or ideas using effective technique, relevant descriptive details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
<ul> <li>b. Engage 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.</li> <li>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
and/or characters.  d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>f. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

<b>4.</b> Students will use digital resour with others.		Interdisciplinary Literacy Practices		
	1	Recognize that text is anything that communicates a message.		
C.6.4  Use digital resources to create and publish products as well as to interact and collaborate with	C.7.4  Use digital resources to create and publish products as well as to interact and collaborate with	C.8.4  Use digital resources to create and publish products as well as to interact and collaborate with others;	2	Employ, develop and refine schema to understand and create text.
others; cite sources using MLA or APA format.	others; cite sources using MLA or APA format.	cite sources using MLA or APA format.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Comp	MULTIDIMENSIONALITY - C.7.4  rehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
Use DIGITAL RESOURCES to creat ers; cite sources using MLA or APA	e and publish products as well as to A format.	interact and collaborate with oth-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ING PRINCIPLE FOR COMPOSITIO		6	Collaborate with others to create new meaning.
demonstrating understanding of	PROGRESSION		7	Utilize digital resources to learn and share with others.
C.6.5  Conduct short research projects to answer a question,	C.7.5  Conduct short research projects to answer a question, drawing on	C.8.5  Conduct short research projects to answer a question (including a self-	8	Engage in specialized, discipline- specific literacy practices.
drawing on several sources.	several sources and generating additional related, focused questions for further research and investigation.	generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - C.7.5  ehension Purple (bold) = Analysis MA	AROON (CAPS) = CONTENT	10	Develop a literacy identity that promotes lifelong learning.
	s to answer a question, drawing on s for further research and investigation	several sources and generating addion.		HOME

	GU	IDING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	_	t information from multiple print and dind integrate the information for the pur	•		Literacy Practices
	search while avoiding plagiansi	PROGRESSION		1	Recognize that text is anything that
	C.6.6	C.7.6	C.8.6	1	communicates a message.
	Gather relevant information from multiple print and digital sources; assess the credibility	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	Gather relevant information from multiple print and digital sources, using search terms effectively; as-	2	Employ, develop and refine schema to understand and create text.
<b>/</b>	of each source; and, in order to reflect or interpret, quote or paraphrase data and con- clusions of others, avoiding	sess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and con-	sess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or para-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	plagiarism by providing intext and bibliographic MLA or APA citation.	clusions of others, avoiding plagia- rism by providing in-text and bibli- ographic MLA or APA citation.	phrase the data and conclusions of others avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.7.6			Apply strategic practices, with
		nprehension Purple (bold) = Analysis M om multiple print and digital sources, us		5	scaffolding and then independently, to approach new literacy tasks.
		each source; and, in order to engage in LUSIONS OF OTHERS, avoiding plagiaris		6	Collaborate with others to create new meaning.
	7. Students will compose routing	IDING PRINCIPLE FOR COMPOSITION NEW PRINCIPLE FOR PRIN		7	Utilize digital resources to learn and share with others.
	and audiences.	PD CORECCION			Engage in specialized, discipline-
	C.6.7	PROGRESSION C.7.7	C.8.7	8	specific literacy practices.
<b>/</b>	extended time frames and shorter time frames for a variety of tasks, purposes	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and short time frames for a variety of tasks, purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.	MULTIDIMENSIONALITY - C.7.7		4.5	Develop a literacy identity that pro-
	Green (italic) = Con	nprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
		ded time frames and shorter time fram			HOME
		2/9			

	Language – Grade 7		Interdisciplinary Literacy Practices
	Conventions of Standard English	1	Recognize that text is anything that
<u>L.7.1</u>	<ul><li>In both written and oral expression:</li><li>a. Create sentences using correctly placed clauses and phrases.</li><li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li></ul>	2	communicates a message.  Employ, develop and refine schema to understand and create text.
<u>L.7.2</u>	When writing:  a. Demonstrate appropriate use of a comma to separate coordinate adjectives.  b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and cor-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	rect spelling errors.  Knowledge of Language	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<u>L.7.3</u>	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vocabulary Acquisition and Use	6	Collaborate with others to create new meaning.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.  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.	7	Utilize digital resources to learn and share with others.
<u>L.7.4</u>	<ul> <li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	d. 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.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.7.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to allusions, in context.  b. Use the relationship between particular words to improve understanding.	10	Develop a literacy identity that promotes lifelong learning.
	c. Distinguish among the connotations of words with similar denotations.		HOME

GUII	DING PRINCIPLE FOR LANGUAGE	:		Interdisciplinary
	mand of the conventions of standar	d English grammar and usage when		Literacy Practices
writing and speaking.				in the state of th
	PROGRESSION		1	Recognize that text is anything that
L.6.1	L.7.1	L.8.1	-	communicates a message.
In both written and oral expression:  a. Recognize vague pronouns	In both written and oral expression:  a. Create sentences using cor-	In both written and oral expression:  a. Identify verbals correctly based	2	Employ, develop and refine schema to understand and create text.
and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pro-	rectly placed clauses and phrases.	b. Demonstrate appropriate use	3	View literacy experiences as transactional, interdisciplinary and transformational.
b. Recognize and correct inap-	b. Demonstrate appropriate use of simple, compound, complex and compound- complex sentences to signal	of verbs in the active and passive voice.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
propriate shifts in pronoun number and person.	differing relationships among ideas.	c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
c. Recognize variations from standard English, and implement strategies to improve expression in conventional		while recognizing and cor- recting inappropriate shifts.	6	Collaborate with others to create new meaning.
language.	MULTIDIMENSIONALITY - L.7.1		7	Utilize digital resources to learn and share with others.
Green (italic) = Compre	ehension Purple (bold) = Analysis N	1AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	tly placed CLAUSES AND PHRASES.  of SIMPLE, COMPOUND, COMPLEX	AND COMPOUND-COMPLEX SEN-	9	Apply high level cognitive processes to think deeply and critically about text.
TENCES to signal differing rela			10	Develop a literacy identity that promotes lifelong learning.
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GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	mand of the conventions of standar	d English capitalization, punctuation		Literacy Practices
and spelling when writing.	PROGRESSION			
L.6.2	L.7.2	L.8.2	1	Recognize that text is anything that communicates a message.
When writing:	When writing:	When writing:		Ü
a. Demonstrate appropriate use of punctuation	Demonstrate appropriate     use of a comma to separate	a. Demonstrate appropriate use     of punctuation to indicate a	2	Employ, develop and refine schema to understand and create text.
(commas, parentheses, dashes) to set off nonre- strictive/parenthetical ele-	coordinate adjectives.	pause or break.  b. Demonstrate appropriate use  of an ellipsis to indicate an	3	View literacy experiences as transactional, interdisciplinary and transformational.
ments.	b. Demonstrate appropriate	omission.  c. Demonstrate appropriate use	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<ul> <li>b. Demonstrate appropriate</li> <li>use of strategies to identify</li> <li>and correct spelling errors.</li> </ul>	use of strategies and re- sources (print and electron- ic) to identify and correct	of strategies and resources (print and electronic) to identify and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	spelling errors.		6	Collaborate with others to create new meaning.
<b>IV</b> Green (italic) = Compre	IULTIDIMENSIONALITY - L.7.2  chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
When writing:			8	Engage in specialized, discipline- specific literacy practices.
	of a COMMA TO SEPARATE COORDI of strategies and resources (print an		9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
				HOME
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	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
<b>()</b>		o understand how language function cyle and to comprehend more fully v			Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	L.6.3	L.7.3	L.8.3		communicates a message.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.
	a. Vary sentence patterns for	a. Choose language that ex-	a. Use verbs in the active and	3	View literacy experiences as transactional, interdisciplinary and transformational.
	meaning, reader/listener interest and style.	presses ideas precisely and concisely, recognizing and eliminating wordiness and	passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g.,	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Maintain consistency in style and tone.	redundancy.	emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
				6	Collaborate with others to create new meaning.
		MULTIDIMENSIONALITY - L.7.3  Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
		s conventions when writing, speakin	g, reading or listening.  cognizing and eliminating wordiness	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
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4. Students will use a variety of str	DING PRINCIPLE FOR LANGUAGE rategies to determine or clarify the number of ppropriate. Students will acquire and	neaning of words and phrases, con-		Interdisciplinary Literacy Practices
academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for reading	g, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.
L.6.4	PROGRESSION L.7.4	L.8.4		Employ, develop and refine schema
Determine or clarify the mean-	Determine or clarify the mean-	Determine or clarify the meaning	2	to understand and create text.
ing of unknown and multiple- meaning words and phrases based on grade 6 reading and content, choosing flexibly from	ing of unknown and multiple- meaning words and phrases based on grade 7 reading and content, choosing flexibly from	of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
<ul><li>an array of strategies.</li><li>a. Use context (e.g., the overall</li></ul>	an array of strategies.  a. Use context (e.g., the overall	a. Use context (e.g., the overall	4	Utilize receptive and expressive language arts to better understand self others and the world.
meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a	meaning of a sentence or para- graph; a word's position or function in a sentence) as a clue to the meaning of a word	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
word or phrase.  b. Use Greek and Latin affixes	word or phrase.  b. Use Greek and Latin affixes	or phrase.  b. Use Greek and Latin affixes and	6	Collaborate with others to create new meaning.
and roots as clues to the meaning of a word.	and roots as clues to the meaning of a word.	roots as clues to the meaning of a word.	7	Utilize digital resources to learn and share with others.
c. Consult print and digital reference materials to find the pronunciation and deter-	c. Consult print and digital ref- erence materials to find the pronunciation and deter-	c. Consult print and digital refer- ence materials to find the pro- nunciation and determine or	8	Engage in specialized, discipline- specific literacy practices.
mine or clarity the precise meaning of key words and phrases.	mine or clarity the precise meaning of key words and phrases.	clarify the precise meaning of key words and phrases.	9	Apply high level cognitive processes to think deeply and critically about text.

Develop a literacy identity that pro-

motes lifelong learning.

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		PROGRESSION			Interdisciplinary
	L.6.4	L.7.4	L.8.4		
	<ul> <li>d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;</li> </ul>	<ul> <li>d. Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases;</li> </ul>	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vo-	1	Recognize that text is anything that communicates a message.
	gather vocabulary knowledge when consider- ing a word or phrase im-	gather vocabulary knowledge when consider- ing a word or phrase im-	cabulary knowledge when con- sidering a word or phrase im- portant to comprehension or	2	Employ, develop and refine schema to understand and create text.
	portant to comprehension or expression.	portant to comprehension or expression.	expression.	3	View literacy experiences as transactional, interdisciplinary and transformational.
				4	Utilize receptive and expressive language arts to better understand self, others and the world.
	N Green (italic) = Compre	MULTIDIMENSIONALITY - L.7.4  Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning of reading and content, choosing flex	of unknown and multiple-meaning w kibly from an array of strategies.	ords and phrases based on grade 7	6	Collaborate with others to create new meaning.
]	sentence) as a clue to the mea	meaning of a sentence or paragraph uning of a word or phrase.  S AND ROOTS as clues to the meaning		7	Utilize digital resources to learn and share with others.
		ence materials to find the pronunciat	ion and determine or clarity the pre-	8	Engage in specialized, discipline- specific literacy practices.
		ade-appropriate general academic a nowledge when considering a word	and domain-specific words and or phrase important to comprehen-	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	<b>5.</b> Demonstrate understanding of	word relationships and nuances in w	vord meanings.		Literacy Practices
		PROGRESSION			Recognize that text is anything that
	L.6.5	L.7.5	L.8.5	1	communicates a message.
	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of, figurative language, word relationships and nuances in word	Demonstrate understanding of, figurative language, word relationships and nuances in word meanships.	2	Employ, develop and refine schema to understand and create text.
	meanings.  a. Interpret figurative language, including but not	meanings.  a. Interpret figurative language, including but not lim-	ings.  a. Interpret figurative language, including but not limited to	3	View literacy experiences as transactional, interdisciplinary and transformational.
	limited to personification, in context.  b. Use the relationship be-	b. Use the relationship be-	irony, in context.  b. Use the relationship between	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	tween particular words to better understand each of the words.	tween particular words to improve understanding.	particular words to better un- derstand each of the words.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul><li>c. Distinguish among the con- notations of words with sim- ilar denotations.</li></ul>	<ul> <li>Distinguish among the con- notations of words with sim- ilar denotations.</li> </ul>	<ul><li>c. Distinguish among the conno- tations of words with similar denotations.</li></ul>	6	Collaborate with others to create new meaning.
	N	IULTIDIMENSIONALITY - L.7.5		7	Utilize digital resources to learn and share with others.
			AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
♬	a. Interpret figurative language,	including but not limited to ALLUSIC	ONS, in context.	9	Apply high level cognitive processes to think deeply and critically about text.
	·	particular words to improve under DTATIONS of words with similar DER		10	Develop a literacy identity that promotes lifelong learning.
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	Reading Standards for Literature - Grade 8		Interdisciplinary Literacy Practices
<u>RL.8.1</u>	Key Ideas and Details  Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
<u>RL.8.2</u>	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.
RL.8.3	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
<u>RL.8.4</u>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but	4	guage arts to better understand self, others and the world.
	not limited to analogies or allusions to other texts.		Apply strategic practices, with
<u>RL.8.5</u>	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	5	scaffolding and then independently, to approach new literacy tasks.
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas	_	Utilize digital resources to learn and
<u>RL.8.7</u>	Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.	7	share with others.
RL.8.8	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
<u>RL.8.9</u>	Analyze how a modern 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.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
RL.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	Develop a literacy identity that promotes lifelong learning.
112.0.10	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME

		IG PRINCIPLE FOR READING LITE	ERATURE itly and to make logical inferences from		Interdisciplinary
	T	to support conclusions drawn from	-		Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.7.1	RL.8.1	RL.9-10.1	*	communicates a message.
	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2	Employ, develop and refine schema to understand and create text.
	from the text.	interences drawn from the text.	chees drawn from the text.		View literacy experiences as transac-
		MULTIDIMENSIONALITY - RL.8.	1	3	tional, interdisciplinary and transfor-
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		mational.  Utilize receptive and expressive lan-
	CITE RELEVANT TEXTUAL EVIDE drawn from the text.	NCE to support analysis of what the	e text says explicitly as well as inferences	4	guage arts to better understand self, others and the world.
	CHIDIN	IC DDINCIDIE FOR DEADING LITE	-DATUDE	5	Apply strategic practices, with scaffolding and then independently,
		IG PRINCIPLE FOR READING LITE	ralyze their development; cite specific		to approach new literacy tasks.
			tions, to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSIONS			
	RL.7.2	RL.8.2	RL.9-10.2	7	Utilize digital resources to learn and share with others.
	Determine themes of a text, and analyze their development through citing textual evidence, para-	Determine themes of a text, and analyze how they are developed through relationships of characters, setting,	Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped	8	Engage in specialized, discipline- specific literacy practices.
	phrasing or summarizing.	and plot, citing textual evidence, paraphrasing or summarizing.	and refined by specific details.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RL.8.			
_	Green (italic) = Com  Determine THEMES of a text, a		MAROON (CAPS) = CONTENT  d through relationships of characters,	10	Develop a literacy identity that promotes lifelong learning.
		evidence, paraphrasing or summariz			HOME

. 1	why individuals, events and ideas de	ATURE evelop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.7.3	RL.8.3	RL.8.3	_	communicates a message.
Analyze how particular elements of a story or drama influence one another.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke	Analyze how complex characters develop over the course of a text, interact with other characters and	2	Employ, develop and refine schema to understand and create text.
	a decision.	advance the plot or develop themes.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.8.3			
		MAROON (CAPS) = CONTENT RY OR DRAMA propel the action, re-	4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
GUIDING	G PRINCIPLE FOR READING LITER		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	ings, and analyze how specific word	text, including determining technical, choices shape meaning or tone.	6	Collaborate with others to create new meaning.
2.24	PROGRESSION	212424		+
RL.7.4  Determine the meaning of words and phrases as they are	RL.8.4  Determine the meaning of words and phrases as they are used in a	RL.9-10.4  Determine the meaning of words	7	Utilize digital resources to learn and share with others.
used in a text, including figurative and connotative meanings; analyze the impact	text, including figurative and con- notative meanings; analyze the impact of specific word choices	and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choic-	8	Engage in specialized, discipline-specific literacy practices.
of rhymes and other repeti- tions of sounds on a passage.	on meaning and tone, including but not limited to analogies or allusions to other texts.	es on meaning and tone.	9	Apply high level cognitive processes to think deeply and critically about text.
, in the second	MULTIDIMENSIONALITY - RL.8.4			
	rehension Purple (bold) = Analysis Name and phrases as they are used in a te	MAROON (CAPS) = CONTENT ext, including figurative and connota-	10	Develop a literacy identity that promotes lifelong learning.
tive meanings; analyze the impalimited to ANALOGIES or ALLUSIC	ct of specific WORD CHOICES on me ONS to other texts.	eaning and TONE, including but not		HOME

	NG PRINCIPLE FOR READING LITE			Interdisciplinary
<b>5.</b> Students will analyze the strutions of the text relate to each of		ic sentences, paragraphs and larger por-		Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.7.5	RL.8.5	RL.9-10.5		communicates a message.
Analyze how the form or structure of a drama, poem or prose text contributes to its	Compare/contrast the structure of two or more texts, and analyze how the differing structure	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time	2	Employ, develop and refine schema to understand and create text.
meaning.	of each text contributes to its meaning and style.	create such effects as mystery, tension or surprise.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Green (italic) = Com	MULTIDIMENSIONALITY - RL.8.	5 MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan guage arts to better understand sel
Compare/contrast the structur TEXT contributes to its meaning	•	e how the differing STRUCTURE OF EACH	5	others and the world.  Apply strategic practices, with scaffolding and then independently
				to approach new literacy tasks.
	IG PRINCIPLE FOR READING LITE		6	to approach new literacy tasks.  Collaborate with others to create new meaning.
		ERATURE e shape the content and style of a text.	6	Collaborate with others to create new meaning.
	int of view, perspective and purpos			Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.
6. Students will analyze how po	int of view, perspective and purpos  PROGRESSION	e shape the content and style of a text.		Collaborate with others to create new meaning.  Utilize digital resources to learn and
6. Students will analyze how po  RL.7.6  Analyze how an author devel-	int of view, perspective and purpos  PROGRESSION  RL.8.6  Analyze characters' and read-	e shape the content and style of a text.  RL.9-10.6  Analyze a particular author's perspec-	7	Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes
RL.7.6  Analyze how an author develops and contrasts the perspective of different charac-	PROGRESSION  RL.8.6  Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to sus-	RL.9-10.6  Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	7	Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes to think deeply and critically about text.
RL.7.6  Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.  Green (italic) = Comp	PROGRESSION  RL.8.6  Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.  MULTIDIMENSIONALITY - RL.8.  Prehension Purple (bold) = Analysis	RL.9-10.6  Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	7	Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes to think deeply and critically about

7. Students will integrate and every media and formats.		Interdisciplinary Literacy Practices			
media and formats.	PROGRESSION		4	Recognize that text is anything that	
RL.7.7	RL.8.7	RL.9-10.7	1	communicates a message.	
Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing	ext and viewing its visu- filmed/live production of a sto- ject or a key scene in two different		2	Employ, develop and refine schema to understand and create text.	
the effects of techniques unique to each medium.	the effects of techniques departs from the text or script, emphasized or absent			View literacy experiences as transactional, interdisciplinary and transformational.	
Green (italic) = Com	MULTIDIMENSIONALITY - RL.8.		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.	
Analyze the extent to which a	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Analyze the extent to which a FILMED/LIVE PRODUCTION OF A STORY OR DRAMA stays faithful to or departs from the text or script, evaluating choices made by the director or actors.				
GUIDIN	IG PRINCIPLE FOR READING LITE	ERATURE	6	Collaborate with others to create new meaning.	
8. Students will delineate and e validity, reasoning, relevance as		ns and evidence in a text, assessing the	7	Utilize digital resources to learn and	
	PROGRESSION			share with others.	
RL.7.8  (Not applicable to literature)	RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.	
			9	Apply high level cognitive processes to think deeply and critically about text.	
<b>_</b>	MULTIDIMENSIONALITY - RL.8.8  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  (Not applicable to literature)				
(Not applicable to literature)					

GUIDING	PRINCIPLE FOR READING LITERA	ATURE		Interdisciplinary	
'	. Students will analyze how two or more texts address similar themes or topics in order to build nowledge or to compare the approaches the authors take.				
	PROGRESSION			Recognize that text is anything that	
RL.7.9	RL.8.9	RL.9-10.9	1	communicates a message.	
Compare/contrast a fictional portrayal and a historical account of the same period as a means to understand how authors use history.	Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing	Analyze how an author draws on and transforms source material in a specific work.	2	Employ, develop and refine schema to understand and create text.	
thors use history.	how the material is rendered new.		3	View literacy experiences as transactional, interdisciplinary and transfor-	
N	MULTIDIMENSIONALITY - RL.8.9			mational.	
	OF FICTION draws on THEMES, PATTE		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	rendered new.  GUIDING PRINCIPLE FOR READING LITERATURE				
<b>10.</b> Students will read, comprehen	nd and analyze complex literary texts  PROGRESSION	s independently and proficiently.	6	Collaborate with others to create new meaning.	
RL.7.10	RL.8.10	RL.9-10.10			
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strate- gies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visu-	7	Utilize digital resources to learn and share with others.	
monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend	alizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropri-	8	Engage in specialized, discipline- specific literacy practices.	
comprehend and analyze grade -level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropriate, complex literary texts independently and proficiently.	ate, complex literary texts inde- pendently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RL.8.10  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to				
By the end of the year, flexibly us					
read, comprehend and analyze Gi proficiently.	RADE-LEVEL APPROPRIATE, COMPLEX	K LITERARY TEXTS independently and		HOME	

	Reading Standards for Informational Text - Grade 8		Interdisciplinary Literacy Practices	
	Key Ideas and Details		· ·	
<u>RI.8.1</u>	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.	
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	2	Employ, develop and refine schema to understand and create text.	
<u>RI.8.3</u>	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RI.8.4</u>	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.	4	guage arts to better understand self, others and the world.	
<u>RI.8.5</u>	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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
<u>RI.8.6</u>	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	6	Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas			
<u>RI.8.7</u>	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	7	Utilize digital resources to learn and share with others.	
<u>RI.8.8</u>	Identify 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.	8	Engage in specialized, discipline- specific literacy practices.	
<u>RI.8.9</u>	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about	
	Range of Reading and Level of Text Complexity		text.	
<u>RI.8.10</u>	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		Develop a literacy identity that promotes lifelong learning.	
	portance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.	HOME		

		INCIPLE FOR READING INFORMA			Interdisciplinary		
	1. Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that		
	RI.7.1	RI.8.1	RI.9-10.1		communicates a message.		
	Cite several pieces of textual evidence to support analysis of what the text says explicitly	Cite relevant textual evidence to support analysis of what the text says explicitly as well as	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as infer-	2	Employ, develop and refine schema to understand and create text.		
	as well as inferences drawn from the text.	inferences drawn from the text.	ences drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.		
		MULTIDIMENSIONALITY - RI.8.1			Utilize receptive and expressive lan-		
_		orehension Purple (bold) = Analysis  NCE to support analysis of what the	MAROON (CAPS) = CONTENT  e text says explicitly as well as infer-	4	guage arts to better understand self, others and the world.		
	ences drawn from the text.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	2. Students will determine centr	•	development; cite specific textual evi-	6	Collaborate with others to create new meaning.		
	dence, including summary, para	phrase and direct quotations, to su	pport conclusions drawn from the text.		Utilize digital resources to learn and		
		PROGRESSION		7			
	RI.7.2	RI.8.2	RI.9-10.2		share with others.		
	Determine central ideas of a text, and analyze their devel- opment through citing textual evidence, paraphrasing or	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textu-	Determine central ideas of a text, and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.	8	Engage in specialized, discipline- specific literacy practices.		
•	summarizing.	al evidence, paraphrasing or summarizing.		9	Apply high level cognitive processes to think deeply and critically about text.		
		MULTIDIMENSIONALITY - RI.8.2	2				
_		Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Determine CENTRAL IDEAS of a text, and analyze how they are developed through relationships of key de-		10	Develop a literacy identity that promotes lifelong learning.		
	tails, citing textual evidence, paraphrasing or summarizing.				HOME		

	GUIDING PR	INCIPLE FOR READING INFORM	ATIONAL TEXT		Interdisciplinary
}	<b>3.</b> Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
		PROGRESSION		4	Recognize that text is anything tha
П	RI.7.3	RI.8.3	RI.9-10.3	1	communicates a message.
•	Analyze the interactions be- tween individuals, events and ideas over the course of a text.	Analyze how an author uses comparisons, analogies or categories to make connections	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made,	2	Employ, develop and refine schen to understand and create text.
	cc.k.	among and distinctions be- tween ideas over the course of a text.	how they are introduced and developed and the connections that are drawn between them.	3	View literacy experiences as trans- tional, interdisciplinary and trans- mational.
		MULTIDIMENSIONALITY - RI.8.	3		Utilize receptive and expressive la
		orehension Purple (bold) = Analysis OMPARISONS, ANALOGIES OR CATE	MAROON (CAPS) = CONTENT GORIES to make connections among and	4	guage arts to better understand so others and the world.
distinctions between ideas over the course of a text.					Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT					
	<b>4.</b> Students will 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	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn a
7	RI.7.4	RI.8.4	RI.9-10.4	7	share with others.
7	Determine the meaning of words and phrases as they are used in a text, including fig-  Determine the meaning of words and phrases as they are used in text, including figura-		Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and	8	Engage in specialized, discipline- specific literacy practices.
	urative, connotative and technical meanings; analyze the impact of word choice on tone.	tive, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	9	Apply high level cognitive process to think deeply and critically aboutext.
	tone.	MULTIDIMENSIONALITY - RI.8.	4		
		prehension Purple (bold) = Analysis		10	Develop a literacy identity that property motes lifelong learning.
		e impact of specific WORD CHOICES			HOME

	NCIPLE FOR READING INFORMA	ATIONAL TEXT ic sentences, paragraphs and larger por-		Interdisciplinary Literacy Practices	
tions of the text relate to each of	ther and the whole.			Recognize that text is anything that	
	PROGRESSION				
RI.7.5	RI.8.5	RI.9-10.5		communicates a message.	
Analyze the structure an author uses to organize a text, including how the different	or uses to organize a text, of a specific paragraph in a text, or claims are developed and refined by		2	Employ, develop and refine schema to understand and create text.	
sections contribute to the whole and to the development of the ideas.	sentences in developing and refining a key concept.	larger portions of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
			_	Utilize receptive and expressive lan-	
	MULTIDIMENSIONALITY - RI.8.5  prehension Purple (bold) = Analysis	the state of the s	4	guage arts to better understand self, others and the world.	
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.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
GUIDING PRI	NCIPLE FOR READING INFORMA	ATIONAL TEXT	6	Collaborate with others to create new meaning.	
6. Students will analyze how poir	nt of view, perspective and purpose	e shape the content and style of a text.	_	Utilize digital resources to learn and	
	PROGRESSION		7	share with others.	
RI.7.6	RI.8.6	RI.9-10.6		Engage in specialized, discipline-	
Determine an author's per-	Determine an author's perspec-	Determine an author's point of view,	8	specific literacy practices.	
spective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	tive and purpose in a tive and purpose in a text, and analyze how the au- nor distinguishes his or her tive and purpose in a text, and analyze how the author analyze how an author uses rhetoric to advance that point of view or purpose.		9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.8.6	5		Develop a literacy identity that pro-	
Green (italic) = Comp	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.	
Determine an author's PERSPECTIVE and PURPOSE in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				HOME	

	PRINCIPLE FOR READING INFORM			Interdisciplinary Literacy Practices	
media and formats.	<ol> <li>Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.</li> </ol>				
	PROGRESSION				
RI.7.7	RI.8.7	1	communicates a message.		
Compare/contrast a print to a non-print version of a text, analyzing each media's por-	Evaluate the advantages and disadvantages of using print and non-print formats for pre-	Analyze various accounts of a subject presented in different print and non-print formats, determining which de-	2	Employ, develop and refine schema to understand and create text.	
trayal of the subject and its impact on the audience.	trayal of the subject and its senting particular topics or ide- tails are emphasized in each account.		3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RI.8.7  Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Evaluate the advantages and disadvantages of using PRINT AND NON-PRINT FORMATS for presenting par-				
ticular topics or ideas.					
8. Students will delineate and	<ul> <li>GUIDING PRINCIPLE FOR READING INFORMATIONAL TEXT</li> <li>8. Students will delineate and evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency.</li> </ul>				
	PROGRESSION			Utilize digital resources to learn and	
RI.7.8	RI.8.8	RI.9-10.8	7	share with others.	
Identify and evaluate the argument and specific claims in a text, assessing whether the	text, assessing whether the rea- validity, reasoning, relevancy and suffi-		8	Engage in specialized, discipline- specific literacy practices.	
reasoning is sound and the evidence is relevant and sufficient to support the claims.	soning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	ciency of the evidence; identify false statements and fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.8.	8		Develop a literacy identity that pro-	
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT  Identify and evaluate the ARGUMENT and specific CLAIMS in a text, assessing whether the reasoning is				
	elevant and sufficient; recognize whe			HOME	

		NCIPLE FOR READING INFORMAT			Interdisciplinary
	<b>9.</b> Students will analyze how two or to compare the approaches the		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RI.7.9	RI.8.9	RI.9-10.9	_ +	communicates a message.
	Analyze how two or more authors writing about the same topic present key information by emphasizing different evi-	Analyze two or more texts with conflicting information on the same topic, and identify where the texts disagree in fact or in-	Analyze documents of historical and literary significance, including how they address related themes and concepts.	2	Employ, develop and refine schema to understand and create text.
	dence or advancing different interpretations of facts.	terpretation.		3	View literacy experiences as transactional, interdisciplinary and transactions
	1	MULTIDIMENSIONALITY - RI.8.9			formational.
7			MAROON (CAPS) = CONTENT  N THE SAME TOPIC, and identify where	4	Utilize receptive and expressive language arts to better understand self, others and the world.
					Apply strategic practices, with
	GUIDING PRI	5	scaffolding and then independently to approach new literacy tasks.		
	<b>10.</b> Students will read, comprehe		Collaborate with others to create		
		PROGRESSION		6	new meaning.
	RI.7.10	RI.8.10	RI.9-10.10		Utilize digital resources to learn and
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	share with others.
	monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read,	ing, infer- ing, synthesiz- wledge, de- using prior knowledge, deter- izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com-	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de-	8	Engage in specialized, discipline- specific literacy practices.
	comprehend and analyze grade -level appropriate, complex informational texts inde-	comprehend and analyze grade- level appropriate, complex infor- mational texts independently.	propriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
	N	MULTIDIMENSIONALITY - RI.8.10			
_	By the end of the year, flexibly us	-	gies (i.e., questioning, monitoring, visu-	10	Develop a literacy identity that promotes lifelong learning.
	alizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently				HOME
_	and proficiently.				1101112

	Composition – Grade 8		Interdisciplinary Literacy Practices
	Text Types and Purposes	1	Recognize that text is anything that
	Compose arguments to support claims with clear reasons and relevant evidence.		communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</li> </ul>		View literacy experiences as transac-
<u>C.8.1</u>	c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	tional, interdisciplinary and transformational.
<u>C.8.1</u>	<ul> <li>Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self,
	e. Establish and maintain a task appropriate writing style.		others and the world.
	<ul> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	6	Collaborate with others to create new meaning.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>		Utilize digital resources to learn and share with others.
	<ul> <li>Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.</li> </ul>		English to the control of all of the first
	c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotationsor other information and examples.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.8.2</u>	<ul> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>		Apply high level cognitive processes
	e. Use precise language and domain-specific vocabulary to inform about or explain the topic.	9	to think deeply and critically about text.
	f. Establish and maintain a formal style.		** *
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	10	Develop a literacy identity that promotes lifelong learning.
	<ul> <li>With some guidance, develop and strengthen writing as needed by planning, revising, editing, re- writing or trying a new approach, focusing on how well purpose and audience have been ad- dressed.</li> </ul>		HOME

	Composition – Grade 8		Interdisciplinary Literacy Practices
	Text Types and Purposes		Recognize that text is anything that
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	communicates a message.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experi-</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>C.8.3</u>	ences, events and/or characters.  d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
	Production and Distribution of Writing		
<u>C.8.4</u>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge		Engage in specialized, discipline-
<u>C.8.5</u>	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	8	specific literacy practices.
<u>C.8.6</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others while avoiding plagiarism by		Apply high level cognitive processes to think deeply and critically about text.
	providing in-text and bibliographic MLA or APA citation.		Develop a literacy identity that pro-
	Range of Writing	10	motes lifelong learning.
<u>C.8.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		HOME

## **GUIDING PRINCIPLE FOR COMPOSITION** 1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using

<ol> <li>Students will compose argume valid reasoning and relevant and</li> </ol>	Literacy Practices					
	PROGRESSION					
C.7.1	C.8.1	C.9-10.1				
Compose arguments to support claims with clear reasons and	Compose arguments to support claims with clear reasons and	Compose arguments to support claims in an analysis of substantive	2	Employ, develop and refine schema to understand and create text.		
relevant evidence.	ce. relevant evidence. topics or texts, using valid reasoning and relevant and sufficient evidence.		3	View literacy experiences as transactional, interdisciplinary and transformational.		
Produce clear and coherent     writing in which the devel-	Produce clear and coherent     writing in which the develop-	Produce clear and coherent     writing in which the develop-	4	Utilize receptive and expressive language arts to better understand self, others and the world.		
style are appropriate to task, purpose and audience.	are appropriate to task, par	appropriate to task, purpose	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
b. Introduce claim(s), acknowledge opposing	acknowledge opposing acknowledge and distinguish opposing claim(s) and counter/refute ter/refute them, and organize the reasons and evidence logically.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counter-nate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counternate are an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counternate are an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counternate are an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposing claim(s) and counternate are an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and distinguish opposite are an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  The proof of the topic or acknowledge and organization that establishes clear relationships are an organization that establishes clear relationships and evidence.  The proof of the topic or acknowledge and organization that establishes clear relationshi	,	6	Collaborate with others to create new meaning.		
claims and counter/refute them and organize the rea- sons and evidence logically.		ate an organization that estab-	7	Utilize digital resources to learn and share with others.		
Ç ,		8	Engage in specialized, discipline- specific literacy practices.			
c. Support claim(s) with logical reasoning and relevant evidence, using accurate,		9	Apply high level cognitive processes to think deeply and critically about text.			
demonstrating an under- standing of the topic or text.		in a manner that anticipates the audience's knowledge level and	10	Develop a literacy identity that promotes lifelong learning.		
text.		concerns.	HOME			

Interdisciplinary





PROGRESSION							Interdisciplinary	
	C.7.1		C.8.1		C.9-10.1		Literacy Practices	
d.	Use transitions to create cohesion and clarify the relationships among claims.	d.	Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	d.	Link the major sections of the text cohesively, and clarify the relationships.	1	Recognize that text is anything that communicates a message.	
e.	Establish and maintain a	e.	Establish and maintain a task	e.	Establish and maintain a task	2	Employ, develop and refine schema to understand and create text.	
	task appropriate writing style.		appropriate writing style.		appropriate writing style.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
f.	Provide a concluding statement or section that	f.	Provide a concluding state- ment or section that supports	f.	Provide a concluding state- ment or section that follows	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	supports the argument presented.	the argument presented.	from and supports the argu- ment presented.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.			
g.	With some guidance, develop and strengthen writing as needed by plan-	g.	With some guidance, develop and strengthen writing as needed by planning, revising,	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or	6	Collaborate with others to create new meaning.	
	ning, revising, editing, re- writing or trying a new approach, focusing on		editing, rewriting or trying a new approach, focusing on how well purpose and audi-		trying a new approach, focus- ing on addressing what is most significant for a specific pur-	7	Utilize digital resources to learn and share with others.	
	how well purpose and audience have been addressed.	well purpose and au- ence have been addressed.		pose and audience.	8	Engage in specialized, discipline- specific literacy practices.		
	uresseu.					9	Apply high level cognitive processes to think deeply and critically about text.	
						10	Develop a literacy identity that promotes lifelong learning.	
							HOME	

MULTIDIMENSIONALITY - C.8.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		
Compose ARGUMENTS to support claims with clear reasons and relevant evidence.		Literacy Practices
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	1	Recognize that text is anything that communicates a message.
<ul> <li>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
C. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
d. Use TRANSITIONS to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
<ul><li>e. Establish and maintain a task appropriate writing style.</li><li>f. Provide a concluding statement or section that supports the argument presented.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUID	DN		Interdisciplinary		
	2. Students will compose informa and accurately through the effect		Literacy Practices			
		PROGRESSION				
	C.7.2	C.8.2	C.9-10.2	_	communicates a message.	
	Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and	2	Employ, develop and refine schema to understand and create text.	
	cepts and information through the selection, organization and analysis of relevant content.	and information through the selection, organization and analysis of relevant content.	information clearly and accurately through the effective selection, organization and analysis of content.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
_	Produce clear and coher- ent writing in which the development, organization	<ul> <li>a. Produce clear and coherent writing in which the develop- ment, organization and style</li> </ul>	a. Produce writing in which the development and organization are appropriate to task and purpose.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	and style are appropriate to task, purpose and audience.	are appropriate to task, purpose and audience.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	<ul> <li>b. Introduce a topic clearly;</li> <li>organize ideas, concepts</li> <li>and information, using</li> </ul>	b. Introduce a topic clearly; organize ideas, concepts and information into broader	<ul> <li>Introduce a topic; organize complex ideas, concepts and information to make important</li> </ul>	6	Collaborate with others to create new meaning.	
	strategies such as defini- tion, classification, compar- ison/contrast and	categories; include for- matting, graphics and multi- media when useful to aiding	connections and distinctions; include formatting, graphics and multimedia when useful to	7	Utilize digital resources to learn and share with others.	
	effect; include formatting, graphics and multimedia when useful to aiding com-	comprehension.	aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.	
	c. Develop the topic with relevant facts, definitions, concrete details, quota-	evant facts, definitions, vant, well-chosen facts, defi- chosen, relevant and sufficient	9	Apply high level cognitive processes to think deeply and critically about text.		
	tions or other information quotation	quotations or other infor- mation and examples.	crete details, quotations or oth- er information and examples appropriate to the audience's	10	Develop a literacy identity that pro- motes lifelong learning.	
			knowledge of the topic.		HOME	

	PROGRESSION							Interdisciplinary
		C.7.2		C.8.2		C.9-10.2		Literacy Practices
	to cl	Use appropriate transitions on create cohesion and larify the relationships mong ideas and concepts.	d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relation-	1	Recognize that text is anything that communicates a message.
						ships among complex ideas and concepts.	2	Employ, develop and refine schema to understand and create text.
	d to	Jse precise language and lomain-specific vocabulary o inform about or explain he topic.	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Z		stablish and maintain a ormal style.	f.	Establish and maintain a formal style.	f.	Establish and maintain a formal style and objective tone while	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		,		,		attending to the norms and conventions of the discipline in which they are writing.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	m	rovide a concluding state- nent or section that fol- ows from and supports	g.	Provide a concluding state- ment or section that follows from and supports the infor-	g.	Provide a concluding statement or section that follows from and supports the information	6	Collaborate with others to create new meaning.
	tł	he information or expla- lation presented.		mation or explanation presented.		or explanation presented.	7	Utilize digital resources to learn and share with others.
	V	Vith some guidance, de- elop and strengthen vriting as needed by plan-	h.	With some guidance, develop and strengthen writing as needed by planning, revising,	h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying	8	Engage in specialized, discipline- specific literacy practices.
	n w p w	ing, revising, editing, re- vriting or trying a new ap- roach, focusing on how vell purpose and audience		editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		a new approach, focusing on addressing what is most significant for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
	h	ave been addressed.					10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.8.2		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Compose INFORMATIVE AND/OR EXPLANATORY TEXTS to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
b. Introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.	3	View literacy experiences as transactional, interdisciplinary and transformational.
<ul> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
e. Use precise language and domain-specific vocabulary to inform about or explain the topic.  f. Establish and maintain a formal style.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	6	Collaborate with others to create new meaning.
h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

<b>◆</b>	GUID  3. Students will compose narrativ		Interdisciplinary Literacy Practices		
	nique, well-chosen details and we	1	Recognize that text is anything that communicates a message.		
	C.7.3	C.8.3	C.9-10.3		Employ, develop and refine schema
	Compose narratives to develop real or imagined experiences or	Use narratives strategically in other modes of writing, utilizing	Use narratives strategically in other modes of writing, utilizing effec-	2	to understand and create text.
	multiple events, memories or ideas, using effective technique, relevant descriptive de-	effective technique, well-chosen details and well-structured sequences for an intended purpose.	tive technique, well-chosen details and well-structured sequences for an intended purpose, including but	3	View literacy experiences as transactional, interdisciplinary and transformational.
	tails and well-structured event sequences.		not limited to introducing an idea and/or supporting a claim.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	writing in which the devel- opment, organization and style are appropriate to	opment, organization and style are appropriate to task, purpose and audience.  Engage the reader by establishing a context and point of view and introductors.  ment, organization and style are appropriate to task, purpose and audience.  b. Engage the reader by setting out a problem, situation or observation, establishing a ment, organization and style are appropriate to task, purpose and audience.  b. Engage and orient the reader by setting out a problem, situation or observation, establishing a ment, organization and style are appropriate to task, purpose and audience.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.
	tablishing a context and		by setting out a problem, situa-	7	Utilize digital resources to learn and share with others.
	acters; organize an event sequence that unfolds nat- urally and logically.	a narrator and/or characters; create a smooth progression of experiences or events.	view and introducing a narra- tor and/or characters; create a smooth progression of experi-	8	Engage in specialized, discipline- specific literacy practices.
	c. Use narrative techniques, such as dialogue, pacing	Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.  c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.  c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.	9	Apply high level cognitive processes to think deeply and critically about text.	
	and description, to develop experiences, events and/or		tion, reflection and multiple plot lines, to develop experiences, events and/or charace	10	Develop a literacy identity that promotes lifelong learning.
			ters.		HOME

				PROGRESSION				Interdisciplinary
		C.7.3		C.8.3		C.9-10.3		Literacy Practices
	d.	Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to	d.	Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show	d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	1	Recognize that text is anything that communicates a message.
		another.		the relationships among experiences and events.			2	Employ, develop and refine schema to understand and create text.
	e.	Use precise words, relevant descriptive details and sensory language to capture	e.	Use precise words and phrases, relevant descriptive details and sensory language	e.	Use precise words and phrases, telling details and sensory language to convey a	3	View literacy experiences as transactional, interdisciplinary and transformational.
7		the action and convey experiences and events.		to capture the action and convey experiences and events.		vivid picture of the experiences, events, setting and/or characters.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	f.	Provide a conclusion that follows from and reflects on the narrated experienc-	f.	Provide a conclusion that connects the narrative's relevance to the intended purpose of the	f.	Provide a conclusion that explicitly connects the narrative's relevance to the intend-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		es or events.		writing.		ed purpose of the writing.	6	Collaborate with others to create new meaning.
	g.	With guidance, develop and strengthen writing as needed by planning, revising,	g.	With guidance, develop and strengthen writing as needed by planning, revising, editing,	g.	Develop and strengthen writing as needed by planning, revising, editing, re-	7	Utilize digital resources to learn and share with others.
		editing, rewriting or trying a new approach.		rewriting or trying a new approach.		writing or trying a new ap- proach, focusing on address- ing what is most significant	8	Engage in specialized, discipline- specific literacy practices.
						for a specific purpose and audience.	9	Apply high level cognitive processes to think deeply and critically about text.
							10	Develop a literacy identity that promotes lifelong learning.
								HOME

MULTIDIMENSIONALITY - C.8.3		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
Use NARRATIVES strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.	1	Recognize that text is anything that communicates a message.
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
<ul> <li>b. Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experienc-</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transfor-
<ul> <li>es, events and/or characters.</li> <li>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another</li> </ul>	4	mational.  Utilize receptive and expressive language arts to better understand self,
and show the relationships among experiences and events.		others and the world.
e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
<ul> <li>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</li> <li>g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</li> </ul>	6	Collaborate with others to create new meaning.
	7	Utilize digital resources to learn and share with others.
	8	Engage in specialized, discipline- specific literacy practices.
	9	Apply high level cognitive processes to think deeply and critically about text.
	10	Develop a literacy identity that promotes lifelong learning.
		HOME

	GUID	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	<b>4.</b> Students will use digital resour with others.	1	Literacy Practices		
	PROGRESSION				Recognize that text is anything that
	C.7.4	C.8.4	C.9-10.4	1	communicates a message.
<b>/</b>	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other in-	2	Employ, develop and refine schema to understand and create text.
	APA format.	format.	formation and to display information flexibly and dynamically. Use a variety of formats to cite sources.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Green (italic) = Comp Use DIGITAL RESOURCES to create	MULTIDIMENSIONALITY - C.8.4  rehension Purple (bold) = Analysis Mand publish products as well as to into	IAROON (CAPS) = CONTENT eract and collaborate with others; cite	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	sources using MLA or APA format.	ING PRINCIPLE FOR COMPOSITIO	DN	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<b>5.</b> Students will conduct short as demonstrating understanding of		ects based on focused questions,	6	Collaborate with others to create new meaning.
		PROGRESSION			
	C.7.5  Conduct short research projects	C.8.5  Conduct short research projects to	C.9-10.5  Conduct short as well as more sus-	7	Utilize digital resources to learn and share with others.
	to answer a question, drawing on several sources and generating additional related, focused questions for further re-	answer a question (including a self- generated question), drawing on several sources and generating new avenues for inquiry.	tained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appro-	8	Engage in specialized, discipline- specific literacy practices.
	search and investigation.	priate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9	Apply high level cognitive processes to think deeply and critically about text.	
		10	Develop a literacy identity that pro-		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				motes lifelong learning.
	Conduct short RESEARCH projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.				HOME
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	GUI	IDING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
ar	Students will gather relevant nd accuracy of each source and earch while avoiding plagiarism		Literacy Practices		
30	earen while avoiding plagfarish	PROGRESSION		1	Recognize that text is anything that
	C.7.6		communicates a message.		
fro so	Gather relevant information from multiple print and digital sources, using search terms  Gather relevant information from multiple print and digital sources, using search terms effectively; assess digital sources, using advanced	2	Employ, develop and refine schema to understand and create text.		
ity so in	y and accuracy of each ource; and, in order to engage reflection or analysis, quote r paraphrase data and conclu-	source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding	searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of	3	View literacy experiences as transactional, interdisciplinary and transformational.
ris bil	ons of others, avoiding plagia- sm by providing in-text and ibliographic MLA or APA cita- on.	plagiarism by providing in-text and bibliographic MLA or APA citation.	ideas, avoiding plagiarism and following a standard format for citation.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		MULTIDIMENSIONALITY - C.8.6			Apply strategic practices, with
	ather relevant information from	nprehension Purple (bold) = Analysis M n multiple print and digital sources, using	search terms effectively; assess the	5	scaffolding and then independently, to approach new literacy tasks.
L_Jr QI		source; and, in order to reflect, analyze of TA AND CONCLUSIONS OF OTHERS, while A citation.		6	Collaborate with others to create new meaning.
7.		IDING PRINCIPLE FOR COMPOSITIO		7	Utilize digital resources to learn and share with others.
ar	nd audiences.				Engage in specialized, discipline-
		PROGRESSION		8	specific literacy practices.
	C.7.7	C.8.7	C.9-10.7		
te sh va	ended time frames and norter time frames for a	Compose routinely over extended time frames and short time frames for a variety of tasks, purposes and audiences.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - C.8.7		4.5	Develop a literacy identity that pro-
	Green (italic) = Com	pprehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	10	motes lifelong learning.
	ompose routinely over extende udiences.	ed time frames and shorter time frames	for a variety of tasks, purposes and		HOME
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	Language – Grade 8	Interdisciplinary Literacy Practices		
	Conventions of Standard English	1	Recognize that text is anything that	
	In both written and oral expression:	_	communicates a message.	
<u>L.8.1</u>	<ul> <li>a. Identify verbals correctly based on their intended function.</li> <li>b. Demonstrate appropriate use of verbs in the active and passive voice.</li> <li>c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.</li> </ul>	2	Employ, develop and refine schema to understand and create text.	
	When writing:  a. Demonstrate appropriate use of punctuation to indicate a pause or break.	3	View literacy experiences as transac- tional, interdisciplinary and transfor- mational.	
<u>L.8.2</u>	<ul><li>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</li><li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li></ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	Knowledge of Language		Apply strategic practices, with	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve		scaffolding and then independently, to approach new literacy tasks.	
	particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).	6	Collaborate with others to create new meaning.	
	Vocabulary Acquisition and Use		new meaning.	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		Utilize digital resources to learn and share with others.	
1.0.4	<ul><li>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.</li><li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li></ul>	8	Engage in specialized, discipline- specific literacy practices.	
<u>L.8.4</u>	c. Consult print and digital reference materials to find the pronunciation and determine or clarity the		specific fiteracy practices.	
	<ul><li>precise meaning of key words and phrases.</li><li>d. 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.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
<u>L.8.5</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to irony, in context.  b. Use the relationship between particular words to better understand each of the words.  c. Distinguish among the connotations of words with similar denotations.		Develop a literacy identity that promotes lifelong learning.	
			HOME	

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	1. Students will demonstrate com		Literacy Practices		
,—	writing and speaking.				
	L.7.1	PROGRESSION L.8.1	L.9-10.1	1	Recognize that text is anything that communicates a message.
	In both written and oral expres-	In both written and oral expres-	In both written and oral expression:		communicates a message.
	sion:  a. Create sentences using cor-	sion:  a. Identify verbals correctly	a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
	rectly placed clauses and phrases.	based on their intended func- tion.	b. Demonstrate appropriate use of 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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing	<ul> <li>Demonstrate appropriate use of verbs in the active and pas- sive voice.</li> </ul>		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	of verbs in the indicative, in perative, interrogative, con	c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood,		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		while recognizing and cor- recting inappropriate shifts.		6	Collaborate with others to create new meaning.
	N Green (italic) = Compre	MULTIDIMENSIONALITY - L.8.1  ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
_	In both written and oral expression	on:		8	Engage in specialized, discipline- specific literacy practices.
	<ul><li>b. Demonstrate appropriate use</li><li>c. Demonstrate appropriate use</li></ul>	<ul> <li>b. Demonstrate appropriate use of VERBS IN THE ACTIVE AND PASSIVE VOICE.</li> <li>c. Demonstrate appropriate use of VERBS IN THE INDICATIVE, IMPERATIVE, INTERROGATIVE, CONDITION-</li> </ul>			
	AL AND SUBJUNCTIVE MOOD, while recognizing and correcting inappropriate shifts.				Develop a literacy identity that promotes lifelong learning.
		313			HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com and spelling when writing.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	L.7.2	L.8.2	L.9-10.2	_	communicates a message.
	When writing:  a. Demonstrate appropriate use	When writing:  a. Demonstrate appropriate use	When writing:  a. Demonstrate appropriate use of	2	Employ, develop and refine schema to understand and create text.
_	of a comma to separate coor- dinate adjectives.	of punctuation to indicate a pause or break.	a semicolon with and without a conjunctive adverb to link two or more closely related independ- ent clauses.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul> <li>Demonstrate appropriate use of strategies and resources (print and electronic) to iden-</li> </ul>	b. Demonstrate appropriate use of an ellipsis to indicate an omission.	<ul> <li>Demonstrate appropriate use of a colon to introduce a list or quotation.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	tify and correct spelling er- rors.	c. Demonstrate appropriate use of strategies and resources	c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		(print and electronic) to iden- tify and correct spelling er- rors.		6	Collaborate with others to create new meaning.
	<b>IV</b> Green (italic) = Compre	IULTIDIMENSIONALITY - L.8.2  Sehension Purple (bold) = Analysis N	MAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	When writing:			8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>a. Demonstrate appropriate use of PUNCTUATION TO INDICATE A PAUSE OR BREAK.</li> <li>b. Demonstrate appropriate use of an ELLIPSIS TO INDICATE AN OMISSION.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct</li> </ul>				Apply high level cognitive processes to think deeply and critically about text.
	spelling errors.			10	Develop a literacy identity that promotes lifelong learning.
		314			HOME

	GUIDING PRINCIPLE FOR LANGUAGE  3. Students will 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.				Interdisciplinary Literacy Practices
		PROGRESSION	,	1	Recognize that text is anything that communicates a message.
	L.7.3  Use knowledge of language and its conventions when writing, speaking, reading or listening.	L.8.3  Use knowledge of language and its conventions when writing, speaking, reading or listening.	L.9-10.3  Apply knowledge of language to understand how language functions in different contexts, to make effective	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. Choose language that ex- presses ideas precisely and</li> </ul>	a. Use verbs in the active and     passive voice and in the con-	choices for meaning or style and to comprehend more fully when reading or listening.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	concisely, recognizing and eliminating wordiness and redundancy.	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor	ditional and subjunctive mood to achieve particular effects a. Write and edit work so that it	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	or the action, expressing uncertainty or describing a state contrary to fact).	style manual appropriate for the discipline and writing type.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
				6	Collaborate with others to create new meaning.
		IULTIDIMENSIONALITY - L.8.3  Chension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
J	a. Use VERBS IN THE ACTIVE AND achieve particular effects (e.g.,	conventions when writing, speaking, re PASSIVE VOICE AND IN THE CONDITIO emphasizing the actor or the action,	NAL AND SUBJUNCTIVE MOOD to	9	Apply high level cognitive processes to think deeply and critically about text.
	a state contrary to fact).			10	Develop a literacy identity that promotes lifelong learning.
		315			HOME

	GUIDIN	IG PRINCIPLE FOR LANGUAGE			Interdisciplinary
	<b>4.</b> Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general			Literacy Practices	
academic and doma order to be transition	•	and phrases sufficient for reading PROGRESSION	g, writing, speaking and listening in	1	Recognize that text is anything that communicates a message.
L.7.4  Determine or clarify of unknown and mul	•	<b>L.8.4</b> etermine or clarify the meaning f unknown and multiple-meaning	L.9-10.4  Determine or clarify the meaning of unknown and multiple-meaning	2	Employ, develop and refine schema to understand and create text.
meaning words and place on grade 7 reactions content, choosing fle	ohrases wo	vords and phrases based on rade 8 reading and content, hoosing flexibly from an array of	words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
array of strategies.		trategies.	a. Use context (e.g., the overall	4	Utilize receptive and expressive language arts to better understand self, others and the world.
a. Use context (e.g. meaning of a ser paragraph; a wo or function in a s	itence or rd's position	<ul> <li>Use context (e.g., the overall meaning of a sentence or par- agraph; a word's position or function in a sentence) as a</li> </ul>	meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
clue to the mear or phrase.	ing of a word	clue to the meaning of a word or phrase.	clue to the meaning of a word or phrase.	6	Collaborate with others to create new meaning.
b. Use Greek and Li and roots as clue meaning of a wo	s to the	. Use Greek and Latin affixes and roots as clues to the meaning of a word.	<ul> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or</li> </ul>	7	Utilize digital resources to learn and share with others.
ineaning of a wo	iu.	meaning of a word.	parts of speech.	8	Engage in specialized, discipline-

- c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.
- c. Consult print and digital reference materials to find the pronunciation and determine or clarity the precise meaning of key words and phrases.
- c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- ntly, and specific literacy practices. Apply high level cognitive processes

9

10

text.

**HOME** 

motes lifelong learning.

to think deeply and critically about

Develop a literacy identity that pro-

		PROGRESSION			Interdisciplinary
	L.7.4	L.8.4	L.9-10.4		
	grade-appropriate general grade-appropriate general eral academic and domain- academic and domain-specific specific words and phrases,	e. Acquire and use accurately general academic and domainspecific words and phrases, sufficient for reading, writing,	1	Recognize that text is anything that communicates a message.	
	gather vocabulary knowledge when considering a word or phrase important to compre-	vocabulary knowledge when considering a word or phrase important to comprehension	speaking and listening in order to be transition ready; demon- strate independence in gather-	2	Employ, develop and refine schema to understand and create text.
	hension or expression.	or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transactional, interdisciplinary and transformational.
			expression.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	N Green (italic) = Compre	MULTIDIMENSIONALITY - L.8.4  ehension Purple (bold) = Analysis M	IAROON (CAPS) = CONTENT	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Determine or clarify the meaning reading and content, choosing fle	of unknown and multiple-meaning with waiting with the same an array of strategies.	ords and phrases based on grade 8	6	Collaborate with others to create new meaning.
J	sentence) as a clue to the mea	meaning of a sentence or paragrap aning of a word or phrase.  S AND ROOTS as clues to the meani	·	7	Utilize digital resources to learn and share with others.
		ence materials to find the pronuncia	tion and determine or clarity the pre-	8	Engage in specialized, discipline- specific literacy practices.
	, , , , , , , , , , , , , , , , , , , ,	ade-appropriate general academic a nowledge when considering a word o	· ·	9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	GUIDING PRINCIPLE FOR LANGUAGE				Interdisciplinary
	<b>5.</b> Students will demonstrate understanding of word relationships and nuances in word meanings.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	L.7.5	L.8.5	L.9-10.5	1	communicates a message.
	Demonstrate understanding of figurative language, word relationships and nuances in word	Demonstrate understanding of figurative language, word relationships and nuances in word mean-	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.
	a. Interpret figurative language,	a. Interpret figurative language,	<ul> <li>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denota-</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	including but not limited to allusions, in context.	including but not limited to irony, in context.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>Use the relationship between particular words to improve understanding.</li> </ul>	<ul> <li>Use the relationship between particular words to better un- derstand each of the words.</li> </ul>		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Distinguish among the conno- tations of words with similar	c. Distinguish among the conno- tations of words with similar	tions.	6	Collaborate with others to create new meaning.
		denotations.  MULTIDIMENSIONALITY - L.8.5	ADOON (CADC) CONTENT	7	Utilize digital resources to learn and share with others.
	Green (italic) = Compre		` '	8	Engage in specialized, discipline- specific literacy practices.
┚	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to IRONY, in context.  b. Use the relationship between particular words to better understand each of the words.		in context.	9	Apply high level cognitive processes to think deeply and critically about text.
	c. Distinguish among the CONNO	OTATIONS of words with similar DEN	NOTATIONS.	10	Develop a literacy identity that promotes lifelong learning.
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### **Interdisciplinary Literacy Practices**

### **Interdisciplinary Literacy Practices**

The Interdisciplinary Literacy Practices are built upon a foundation of common understandings — or practices — which provide the overarching goals for literacy instruction for each student across the state. These ten foundational practices are fundamental to fostering an environment that goes beyond teaching and learning isolated skills. This literacy-rich environment focuses on the larger vision and objective of empowering independent, lifelong learners who think deeply and critically about text. The practices should not be confused as additional standards, but they should guide teachers in providing intentional opportunities for students to practice the behaviors of a literate citizen.

Collectively and independently, the practices support the KBE's vision, which is intended to ensure each and every Kentucky student is empowered and equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively contribute to the world around him or her. The ten Interdisciplinary Literacy Practices are clarified further by possible teacher and student actions. These actions illustrate what the teacher and students may be doing in a classroom that employs the interdisciplinary practices. While the examples do not provide an exhaustive list, they do demonstrate how teachers can provide opportunities for students to experience the literacy practices and how students will apply these practices, so they may become an innate part of life across the disciplines and beyond school.

### 1. Recognize that text is anything that communicates a message.

As 21st century learners, students interpret both print and non-print content, while expanding their traditional understanding of text to include visual, auditory and digital sources. Print and non-print content across themes and disciplines provides ongoing and increasingly rigorous opportunities for students to interpret messages communicated through different media.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Intentionally choose print and non-print interdiscipli- nary texts to demonstrate the variety of ways in which authors can communicate meaning.</li> </ul>	<ul> <li>Recognize the author's perspective and intended meaning in creating the message in both print and non-print text.</li> <li>Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital.</li> </ul>		



### 2. Employ, develop and refine schema to understand and create text.

Students' schema provides the lens through which they view new information. Exposing students to multiple texts and interdisciplinary content provides opportunities to build knowledge in meaningful ways. By activating prior knowledge, developing new connections, applying specialized vocabulary and reflecting on new understanding, students are equipped as literate learners in the 21st century.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Prompt students through questioning, scenarios, simulations or other strategies to activate prior knowledge.</li> <li>Use students' schema associated with both content (background) knowledge and literacy strategies to break down, approach or create a text.</li> <li>Offer students an opportunity to make connections to texts, interdisciplinary contexts, themselves and the outside world.</li> </ul>	<ul> <li>Use the term <i>schema</i> in describing their existing understanding of terms, concepts and processes.</li> <li>Apply and refine schema to understand new concepts.</li> <li>Reflect on interdisciplinary information and understand the impact it has on their learning.</li> </ul>		

### 3. View literary experiences as transactional, interdisciplinary and transformational.

Students' understanding and use of text are dependent upon the transaction between the reader, the text itself and the context. This transaction values the parameters of the text, the input of the reader and the opportunities in the classroom to build understanding. When students' literacy experiences cross traditional disciplinary boundaries, their knowledge is expanded and relevant. Furthermore, students' interactions with text become transformational when they are motivated to pursue additional information or activity as a result of their new schema.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Assist students in understanding that meaning in a text is generated by the <i>transaction</i> between the text itself and the experiences, ideas or perspectives the reader brings.</li> <li>Use engaging, interdisciplinary texts that prompt student action or inquiry.</li> </ul>	<ul> <li>Blend the information provided by multiple texts with schema to provide understanding.</li> <li>Use the literary experience to either change or inform an opinion or to take action.</li> </ul>		



### 4. Utilize receptive and expressive language arts to better understand self, others and the world.

Employing both *receptive* (i.e., listening, reading and viewing) and *expressive* (i.e., speaking, writing and visually representing) elements values *all* language arts as interrelated and critical to the meaning-making process. Experiencing connected and relevant literacy instruction motivates students to think critically about their relationship to the world.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Provide students with connected and relevant literacy instruction so that they read like a writer/write like a reader, or speak like a listener/listen like a speaker, etc.</li> <li>Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated.</li> </ul>	<ul> <li>Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts).</li> <li>Engage actively in their listening, reading and viewing experiences.</li> </ul>		

### 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.

When students strategically approach literacy tasks, they make intentional decisions about when, where and how to apply thinking and learning processes. Independence and transference ultimately empower students as lifelong learners.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Offer and model various learning strategies for how to approach a new text.</li> <li>Provide opportunities for students to self-regulate by choosing appropriate strategies for a new task.</li> </ul>	<ul> <li>Use learning strategies to access unfamiliar or new literacy tasks.</li> <li>Decide which strategy best meets the need for a particular text or task.</li> </ul>		



### 6. Collaborate with others to create meaning.

Since learning does not occur in isolation, students should interact with others to confirm, challenge or shape their views and ideas. Collaboration facilitates understanding and develops an appreciation of diverse experiences and perspectives.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Provide multiple opportunities for collaboration on a variety of texts.</li> <li>Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives.</li> </ul>	<ul> <li>Listen actively and respectfully to one another to refine understanding and broaden perspectives.</li> <li>Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives.</li> </ul>		

### 7. Utilize digital resources to learn and share with others.

As members of an interconnected society, students must be productive digital citizens. Knowing how to effectively produce and critically consume digital information equips students to function within and contribute to a world beyond their immediate classroom.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Instruct students on the ethical use of technology and credibility of digital sources.</li> <li>Provide students with multiple opportunities to learn, communicate and create using various digital resources.</li> </ul>	<ul> <li>Demonstrate ethical use of technology in learning, communicating and creating.</li> <li>Critique digital sources to determine their accuracy and usefulness.</li> </ul>		



### 8. Engage in specialized, discipline-specific literacy practices.

Students recognize the impact of form, function and content area on literacy approaches. By adopting a disciplinary perspective, they utilize the thinking and learning processes valued within that discipline to interact meaningfully with the text.

Possible Teacher Actions	Possible Student Actions		
<ul> <li>Provide multiple examples of literary forms (e.g., po- etry, prose, drama, etc. in E/LA), focusing on the nec- essary approaches to comprehend the form present- ed.</li> </ul>	<ul> <li>Employ discipline-specific approaches to interpret authentic texts.</li> <li>Create text according to conventions, processes, information and forms that are valued by the discipline.</li> </ul>		

### 9. Apply high level cognitive processes to think deeply and critically about text.

Students must move beyond basic comprehension and interact more deeply with the text. By applying synthesis, analysis, reflection and other higher order thinking skills, students are equipped to examine text critically.

Possible Teacher Actions	Possible Student Actions			
<ul> <li>Use direct instruction to model and practice specific thinking processes (e.g., application, synthesis, analysis, creativity, etc.).</li> <li>Scaffold instruction to assist students in synthesizing ideas from multiple texts.</li> </ul>	<ul> <li>Reflect verbally and/or through written expression on the content of a text.</li> <li>Annotate text to interact with and analyze the content.</li> <li>Break down a text to determine the use of literary devices/techniques and their effect.</li> </ul>			



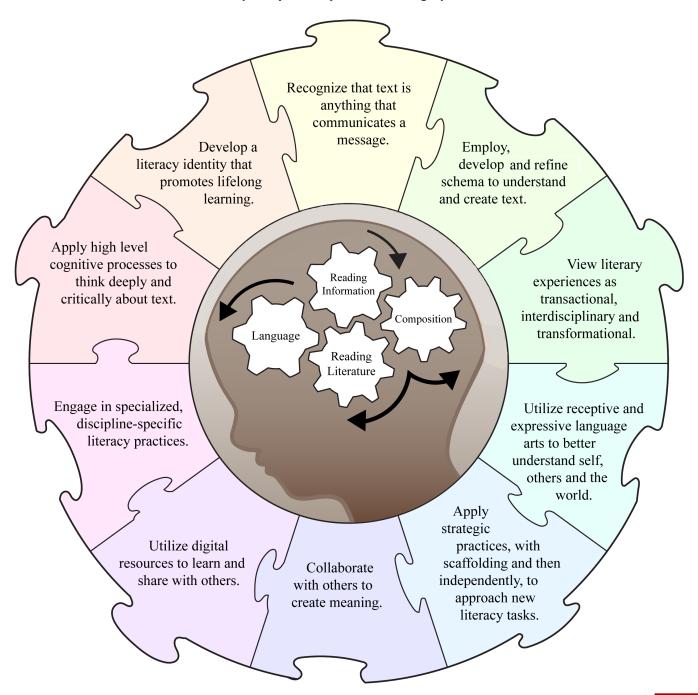
### 10. Develop a literacy identity that promotes lifelong learning.

Students should view themselves as lifelong learners who take an active role in their literacy development, understanding they impact and are impacted by their interactions with text.

Possible Teacher Actions	Possible Student Actions			
<ul> <li>Discuss the role of an active and engaged reader.</li> <li>Provide opportunities for all levels of readers and writers to experience success.</li> <li>Offer a variety of engaging texts geared toward student interest, demonstrating that multiple reading options exist.</li> </ul>	<ul> <li>Utilize a variety of texts for multiple purposes, both inside and outside of the classroom.</li> <li>Take risks in applying various strategies and techniques in reading and writing.</li> </ul>			



### **Interdisciplinary Literacy Practices Infographic**





Reading Standards for Literature		Interdisciplinary		
	_		Literacy Practices	
	Key Ideas and Details  Principle 1 Students will read closely to determine what the text says explicitly and to make logical es from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.	
RL.K.1	With prompting and support, ask and answer explicit questions about key ideas and details and make logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.	
RL.1.1	With prompting and support, ask and answer explicit questions about key ideas and details and make and support logical inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
RL.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
RL.3.1	Ask and answer questions, and make and support logical inferences to construct meaning from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	6	Collaborate with others to create	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		new meaning.	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7	Utilize digital resources to learn and share with others.	
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8	Engage in specialized, discipline- specific literacy practices.	
RL.8.1	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9	Apply high level cognitive processes to think deeply and critically about text.	
RL.9- 10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	10	Develop a literacy identity that promotes lifelong learning.	
RL.11- 12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	HOME		

	Reading Standards for Literature		Interdisciplinary Literacy Practices
	Key Ideas and Details		literacy Fractices
	<b>Principle 2</b> Students will determine central ideas or themes of a text and analyze their development; ific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn	1	Recognize that text is anything that communicates a message.
RL.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the lesson learned in the story.	2	Employ, develop and refine schema to understand and create text.
RL.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the author's message, lesson learned and/or moral.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RL.2.2	Identify implicit and explicit information from a summary to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures.	4	Utilize receptive and expressive language arts to better understand self,
RL.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.	5	others and the world.  Apply strategic practices, with scaffolding and then independently,
RL.4.2	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.		to approach new literacy tasks.
RL5.2	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.	6	Collaborate with others to create new meaning.
RL.6.2	Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.	7	Utilize digital resources to learn and share with others.
RL.7.2	Determine themes of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.2	Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.2	Determine a theme or 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.	10	Develop a literacy identity that pro- motes lifelong learning.
RL.11- 12.2	Determine two or more themes or 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.	HOME	

	Reading Standards for Literature		Interdisciplinary
	Key Ideas and Details		Literacy Practices
	<b>Principle 3</b> Students will analyze how and why individuals, events and ideas develop and interact over se of a text.	1	Recognize that text is anything that communicates a message.
RL.K.3	With prompting and support, identify characters, settings and major events in a story to make meaning of the story development.	2	Employ, develop and refine schema to understand and create text.
RL.1.3	Describe characters, settings and major events in a story, using key details in order to make meaning of the story development.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RL.2.3	Describe how characters in a story respond to major events and challenges in order to make meaning of the story development.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RL.3.3	Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	5	Apply strategic practices, with scaffolding and then independently,
RL.4.3	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.	H	to approach new literacy tasks.  Collaborate with others to create
RL.5.3	Compare/contrast characters, settings or events in a story or drama, using specific details to analyze their interaction over the course of the text.	6	new meaning.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes, and determine how the characters respond or change as the plot moves toward a resolution.	7	Utilize digital resources to learn and share with others.
RL.7.3	Analyze how particular elements of a story or drama influence one another.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.3	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.	9	Apply high level cognitive processes to think deeply and critically about
RL.9-	Analyze how complex characters develop over the course of a text, interact with other characters		text.
10.3	and advance the plot or develop themes.	10	Develop a literacy identity that promotes lifelong learning.
RL.11- 12.3	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.		HOME

Reading Standards for Literature		Interdisciplinary	
			Literacy Practices
	Craft and Structure		Recognize that text is anything that
	<b>Principle 4</b> Students will interpret words and phrases as they are used in a text, including determining I, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	1	communicates a message.
RL.K.4	With prompting and support, identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2	Employ, develop and refine schema to understand and create text.
RL 1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses in order to construct meaning.	3	View literacy experiences as transactional, interdisciplinary and transfor-
RL.2.4	Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/ or repeated lines, supply rhythm and shape meaning in a story, poem or song.		mational.  Utilize receptive and expressive lan-
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those	4	guage arts to better understand self, others and the world.
RL.4.4	words and phrases shape meaning.  Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RL.5.4	phrases shape meaning.  Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.	6	Collaborate with others to create new meaning.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	7	Utilize digital resources to learn and share with others.
RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a passage.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including but	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	10	Develop a literacy identity that pro-
RL.11- 12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.		motes lifelong learning.

Reading Standards for Literature			Interdisciplinary		
	Craft and Structure		Literacy Practices		
	Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs er portions of the text relate to each other and the whole.	1	Recognize that text is anything that communicates a message.		
RL.K.5	Recognize common structures of poems, stories and dramas.	2	Employ, develop and refine schema		
RL.1.5	Recognize major differences between the structures of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.		to understand and create text.  View literacy experiences as transac-		
	Describe how parts of the text contribute to the overall structure of poems, stories and dramas, in-	3	tional, interdisciplinary and transfor- mational.		
RL.2.5	cluding but not limited to linear, nonlinear and circular structures.	4	Utilize receptive and expressive language arts to better understand self,		
RL.3.5	Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.	5	others and the world.  Apply strategic practices, with scaffolding and then independently,		
RL.4.5	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.		to approach new literacy tasks.  Collaborate with others to create new meaning.		
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including	6			
RL.6.5	Analyze how a particular sentence, paragraph, chapter, scene or stanza fits into the overall structure	7	Utilize digital resources to learn and share with others.		
RL.7.5	of a text and contributes to the development of the theme, setting or plot.  Analyze how the form or structure of a drama, poem or prose text contributes to its meaning.	8	Engage in specialized, discipline- specific literacy practices.		
RL.8.5	Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.	9	Apply high level cognitive processes to think deeply and critically about text.		
RL.9- 10.5	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	10	Develop a literacy identity that pro- motes lifelong learning.		
RL.11- 12.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	HOME			

Reading Standards for Literature			Interdisciplinary		
			Literacy Practices		
	Craft and Structure  Principle 6 Students will analyze how point of view, perspective and purpose shape the content e of a text.	1	Recognize that text is anything that communicates a message.		
RL.K.6	With prompting and support, identify the author and illustrator of a story, and explain how each tells the story.	2	Employ, develop and refine schema to understand and create text.		
RL.1.6	With prompting and support, identify who is telling the story at various points in a text.	3	View literacy experiences as transactional, interdisciplinary and transfor-		
RL.2.6	With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspec-	4	Utilize receptive and expressive language arts to better understand self,		
RL.3.6	Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.	5	Apply strategic practices, with scaffolding and then independently,		
RL.4.6	Compare/contrast the point of view of first and third person narrators and the effect they have on the reader.		to approach new literacy tasks.		
RL.5.6	Describe how a narrator's or speaker's perspective influences how events are described.	6	Collaborate with others to create new meaning.		
RL.6.6	Explain how an author develops the perspective of the narrator or speaker in a text .	7	Utilize digital resources to learn and share with others.		
RL.7.6	Analyze how an author develops and contrasts the perspective of different characters or narrators in a text.	8	Engage in specialized, discipline- specific literacy practices.		
RL.8.6	Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.	9	Apply high level cognitive processes to think deeply and critically about text.		
RL.9- 10.6	Analyze a particular author's perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.	10	Develop a literacy identity that pro- motes lifelong learning.		
RL.11- 12.6	Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.	HOME			

<b>Reading Standards for Literature</b>

### Interdisciplinary Literacy Practices

	Literacy Practices
1	Recognize that text is anything that communicates a message.
2	Employ, develop and refine schema to understand and create text.
3	View literacy experiences as transactional, interdisciplinary and transformational.
4	Utilize receptive and expressive language arts to better understand self, others and the world.
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6	Collaborate with others to create new meaning.
7	Utilize digital resources to learn and share with others.
8	Engage in specialized, discipline- specific literacy practices.
9	Apply high level cognitive processes to think deeply and critically about text.
10	Develop a literacy identity that pro-

### **Integration of Knowledge and Ideas**

**Guiding Principle 7** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

- RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.
- **RL.1.7** Use a story's illustrations and details to describe its characters, setting and events.
- RL.2.7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot.
- RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.
- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- **RL.5.7** Analyze how visual and multimedia elements contribute to the meaning or tone of non-print texts.
- **RL.6.7** Compare/contrast reading a print text and viewing its visual/oral presentation.
- RL.7.7 Compare/contrast reading a print text and viewing its visual/oral presentation, analyzing the effects of techniques unique to each medium.
- RL.8.7 Analyze the extent to which a filmed/live production of a story or drama stays faithful to or departs from the text or script, evaluating choices made by the director or actors.
- RL.9- Analyze the representation of a subject or a key scene in two different artistic mediums, including10.7 what is emphasized or absent in each treatment.
- **RL.11-** Analyze diverse media interpretations of a story, drama or poem, evaluating how each version inter-

**12.7** prets the source text.

motes lifelong learning.

	Reading Standards for Literature		Interdisciplinary
	Integration of Knowledge and Ideas		Literacy Practices
	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a essing the validity, reasoning, relevance and sufficiency.	1	Recognize that text is anything that communicates a message.
RL.K.8	(Not applicable to literature)	2	Employ, develop and refine schema to understand and create text.
RL.1.8	(Not applicable to literature)	3	View literacy experiences as transactional, interdisciplinary and transfor-
RL.2.8	(Not applicable to literature)		mational.
RL.3.8	(Not applicable to literature)	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RL.4.8	(Not applicable to literature)	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RL.5.8	(Not applicable to literature)	6	Collaborate with others to create new meaning.
RL.6.8	(Not applicable to literature)	7	Utilize digital resources to learn and share with others.
RL.7.8	(Not applicable to literature)	8	Engage in specialized, discipline- specific literacy practices.
RL.8.8	(Not applicable to literature)	9	Apply high level cognitive processes to think deeply and critically about
RL.9-			text.
10.8	(Not applicable to literature)	10	Develop a literacy identity that promotes lifelong learning.
RL.11- 12.8	(Not applicable to literature)	HOME	

	Reading Standards for Literature		Interdisciplinary
	Integration of Knowledge and Ideas		Literacy Practices
_	Principle 9 Students will analyze how two or more texts address similar themes or topics in order knowledge or to compare the approaches the authors take.	1	Recognize that text is anything that communicates a message.
RL.K.9	With prompting and support, compare/contrast the adventures and experiences of characters in stories.	2	Employ, develop and refine schema to understand and create text.
RL.1.9	Compare/contrast the adventures and experiences of characters in stories.		View literacy experiences as transac-
RL.2.9	Compare/contrast two or more versions of the same story by different authors or from different cultures.	3	tional, interdisciplinary and transformational.
RL.3.9	Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RL.4.9	Compare/contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures.	5	Apply strategic practices, with scaffolding and then independently,
RL.5.9	Compare/contrast stories in the same genre on their approaches to similar themes and topics.	6	to approach new literacy tasks.  Collaborate with others to create new meaning.
RL.6.9	Compare/contrast how various forms or genres of texts approach a similar theme or topic.  Compare/contrast a fictional portrayal and a historical account of the same period as a means to un-	7	Utilize digital resources to learn and share with others.
RL.7.9	derstand how authors use history.	8	Engage in specialized, discipline- specific literacy practices.
RL.8.9	Analyze how a modern 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.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.9- 10.9	Analyze how an author draws on and transforms source material in a specific work.	10	Develop a literacy identity that pro-

motes lifelong learning.

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period treat similar themes or topics.

Demonstrate knowledge of various time periods to analyze how two or more texts from the same

RL.11-

12.9

Reading Standards for Literature		Interdisciplinary	
	Range of Reading and Level of Text Complexity		Literacy Practices
Guiding Pr	inciple 10 Students will read, comprehend and analyze complex literary texts independently and pro-	1	Recognize that text is anything that communicates a message.
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	2	Employ, develop and refine schema to understand and create text.
RL.K.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	3	View literacy experiences as transactional, interdisciplinary and transformational
RL.1.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to make sense of grade-level appropriate, complex literary texts.	4	mational.  Utilize receptive and expressive language arts to better understand self, others and the world.
RL.2.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and profi-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitor-	6	Collaborate with others to create new meaning.
RL.3.10	ing, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	7	Utilize digital resources to learn and share with others.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	8	Engage in specialized, discipline- specific literacy practices.
RL.4.10	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about text.
RL.5.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-	10	Develop a literacy identity that promotes lifelong learning.
	pendently and proficiently.	НО	HOME

Reading	<b>Standards</b>	for	Literature
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Range of F	Reading and	Level of	<b>Text Com</b>	plexity
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**Guiding Principle 10** Students will read, comprehend and analyze complex literary independently and proficiently.

	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-
RL.6.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-
KL.0.10	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts inde-
	pendently and proficiently.

### RL.7.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

# RL.8.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

# By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

# By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

### Interdisciplinary Literacy Practices

	Literacy i ractices	
1	Recognize that text is anything that communicates a message.	
2	Employ, develop and refine schema to understand and create text.	
View literacy experiences as transactional, interdisciplinary and transformational.		
4	Utilize receptive and expressive language arts to better understand self, others and the world.	
5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
6	Collaborate with others to create new meaning.	
7	Utilize digital resources to learn and share with others.	
8	Engage in specialized, discipline- specific literacy practices.	
9	Apply high level cognitive processes to think deeply and critically about	

Develop a literacy identity that promotes lifelong learning.

text.

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**RL.11-**

12.10

Reading Standards for Informational Text		Interdisciplinary		
		Literacy Practices		
	Key Ideas and Details  Principle 1 Students will read closely to determine what the text says explicitly and to make logical es from it; cite specific textual evidence to support conclusions drawn from the text.	1	Recognize that text is anything that communicates a message.	
RI.K.1	With prompting and support, ask and answer explicit questions about key concepts and details and make logical inferences to construct meaning from the text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.1	With prompting and support, ask and answer explicit questions about key concepts and details and make and support logical inferences to construct meaning from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
RI.2.1	Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
RI.3.1	Ask and answer questions and make and support logical inferences in order to construct meaning from the text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	6	Collaborate with others to create	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<u> </u>	new meaning.	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7	Utilize digital resources to learn and share with others.	
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.1	Cite relevant textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.	9	Apply high level cognitive processes to think deeply and critically about text.	
RI.9- 10.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	10	Develop a literacy identity that promotes lifelong learning.	
RI.11- 12.1	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		HOME	

Reading Standards for Informational Text		Interdisciplinary Literacy Practices	
	Key Ideas and Details		
textual ev	rinciple 2 Students will determine central ideas of a text and analyze their development; cite specific ridence, including summary, paraphrase and direct quotations, to support conclusions drawn from the	1	Recognize that text is anything that communicates a message.
RI.K.2	With prompting and support, orally recognize key details from a summary to demonstrate understanding of the central idea of a text.	2	Employ, develop and refine schema to understand and create text.
RI.1.2	With prompting and support, recognize key details from a summary to demonstrate understanding of the central idea of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
RI.2.2	Identify implicit and explicit information from a summary to determine the central idea of a text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
RI.3.2	Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	5	Apply strategic practices, with scaffolding and then independently,
RI.4.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.		to approach new literacy tasks.
RI.5.2	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.	6	Collaborate with others to create new meaning.
RI.6.2	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.	7	Utilize digital resources to learn and share with others.
RI.7.2	Determine central ideas of a text, and analyze their development through citing textual evidence, paraphrasing or summarizing.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.2	Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.9- 10.2	Determine central ideas of a text and analyze in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.	10	Develop a literacy identity that promotes lifelong learning.
RI.11- 12.2	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.		HOME

Reading Standards for Informational Text			Interdisciplinary	
	Key Ideas and Details		Literacy Practices	
	Principle 3 Students will analyze how and why individuals, events and ideas develop and interact course of a text.	1	Recognize that text is anything that communicates a message.	
RI.K.3	With prompting and support, identify the individuals, events, ideas or pieces of information presented over the course of a text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.3	With prompting and support, identify the connection between individuals, events, ideas or pieces of information over the course of a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
RI.2.3	Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
RI.3.3	Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.	5	Apply strategic practices, with scaffolding and then independently,	
RI.4.3	Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text.	H	to approach new literacy tasks.	
RI.5.3	Explain the relationships or interactions between individuals, events, ideas or concepts in a historical,	6	Collaborate with others to create new meaning.	
RI.6.3	scientific or technical text based on specific information over the course of a text.  Analyze in detail how an author develops a key individual, event or idea over the course of a text.	7	Utilize digital resources to learn and share with others.	
RI.7.3	Analyze the interactions between individuals, events and ideas over the course of a text.	8	Engage in specialized, discipline-specific literacy practices.	
RI.8.3	Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.	9	Apply high level cognitive processes to think deeply and critically about	
RI.9-	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, in-		text.	
10.3	cluding the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	10	Develop a literacy identity that promotes lifelong learning.	
RI.11- 12.3	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.	HOME		

Reading Standards for Informational Text		Interdisciplinary			
	_		Literacy Practices		
	Craft and Structure  Principle 4 Students will interpret words and phrases as they are used in a text, including determining I, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	1	Recognize that text is anything that communicates a message.		
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	2	Employ, develop and refine schema to understand and create text.		
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a grade-level text.	3	View literacy experiences as transactional, interdisciplinary and transfor-		
RI.2.4	Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text.		mational.  Utilize receptive and expressive lan-		
RI.3.4	Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.	4	guage arts to better understand self, others and the world.		
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.	6	Collaborate with others to create new meaning.		
RI.6.4	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.	7	Utilize digital resources to learn and share with others.		
RI.7.4	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.	8	Engage in specialized, discipline- specific literacy practices.		
RI.8.4	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.		Apply high level cognitive processes		
RI.9-	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	9	to think deeply and critically about text.		
10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connects	10	Develop a literacy identity that pro- motes lifelong learning.		
RI.11- 12.4	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.		HOME		

Reading Standards for Informational Text		Interdisciplinary			
	Craft and Structure		Literacy Practices		
	Principle 5 Students will analyze the structure of texts, including how specific sentences, paragraphs or portions of the text relate to each other and the whole.	1	Recognize that text is anything that communicates a message.		
RI.K.5	Identify the front cover, back cover and title page of a book.	2	Employ, develop and refine schema		
RI.1.5	Know and use various text features, including but not limited to headings, tables of contents, glossaries, captions, bold print, subheadings, indexes, electronic menus and icons to locate key facts or in-	2	to understand and create text.  View literacy experiences as transac-		
	formation in a text.  Identify and describe informational text structures, including sequence/chronological and descriptive	3	tional, interdisciplinary and transfor- mational.		
RI.2.5	structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	4	Utilize receptive and expressive language arts to better understand self,		
RI.3.5	Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.	5	others and the world.  Apply strategic practices, with scaffolding and then independently,		
RI.4.5	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.	┝	to approach new literacy tasks.  Collaborate with others to create		
RI.5.5	Compare/contrast the overall structure of events, ideas, concepts or information in two or more	6	new meaning.		
DI C F	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a	7	Utilize digital resources to learn and share with others.		
RI.6.5	text and contributes to the development of the ideas.		Engage in specialized, discipline-		
RI.7.5	Analyze the structure an author uses to organize a text, including how the different sections contribute to the whole and to the development of the ideas.	8	specific literacy practices.		
RI.8.5	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.	9	Apply high level cognitive processes to think deeply and critically about text.		
RI.9- 10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.	10	Develop a literacy identity that promotes lifelong learning.		
RI.11- 12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.		HOME		

Reading Standards for Informational Text			Interdisciplinary		
			Literacy Practices		
Guiding I	Craft and Structure  Principle 6 Students will analyze how point of view, perspective and purpose shape the content and text.	1	Recognize that text is anything that communicates a message.		
RI.K.6	With prompting and support, identify the author and illustrator of a text, and define the role of each in presenting the ideas or information in a text.	2	Employ, develop and refine schema to understand and create text.		
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	3	View literacy experiences as transactional, interdisciplinary and transformational.		
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain or describe and how that purpose shapes the content of the text.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.		
RI.3.6	Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.	5	Apply strategic practices, with scaffolding and then independently,		
RI.4.6	Compare/contrast a firsthand and secondhand account of the same event or topic.	_	to approach new literacy tasks.		
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.	6	Collaborate with others to create new meaning.		
RI.6.6	Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.	7	Utilize digital resources to learn and share with others.		
RI.7.6	Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.	8	Engage in specialized, discipline- specific literacy practices.		
RI.8.6	Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	9	Apply high level cognitive processes to think deeply and critically about text.		
RI.9-	Determine an author's point of view, perspective and purpose in a text, and analyze how an author		text.		
10.6	uses rhetoric to advance that point of view or purpose.	10	Develop a literacy identity that promotes lifelong learning.		
RI.11- 12.6	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.		HOME		

Reading Standards for Informational Text		Interdisciplinary	
	<b>3</b>		Literacy Practices
	Integration of Knowledge and Ideas		Recognize that text is anything that
	Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found e media and formats.	1	communicates a message.
RI.K.7	With prompting and support, describe the relationship between visuals and the text.	2	Employ, develop and refine schema to understand and create text.
RI.1.7	Use the visuals and details in a text to describe its key ideas.	3	View literacy experiences as transactional, interdisciplinary and transfor-
RI.2.7	Identify information gained from visuals and words in the text, and explain how that information contributes to understanding of the text.	4	mational.  Utilize receptive and expressive language arts to better understand self,
RI.3.7	Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.	4	others and the world.  Apply strategic practices, with
RI.4.7	Interpret information presented in print and non-print formats, and explain how the information contributes to an understanding of the text in which it appears.	5	scaffolding and then independently, to approach new literacy tasks.
RI.5.7	Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	6	Collaborate with others to create new meaning.
RI.6.7	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.	7	Utilize digital resources to learn and share with others.
RI.7.7	Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.7	Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.	9	Apply high level cognitive processes to think deeply and critically about
RI.9-	Analyze various accounts of a subject presented in different print and non-print formats, determining		text.
10.7 RI.11-	which details are emphasized in each account.  Integrate and evaluate multiple sources of information presented in different print and non-print for-	10	Develop a literacy identity that promotes lifelong learning.
12.7	mats in order to address a question or solve a problem.		HOME

Reading Standards for Informational Text		Interdisciplinary	
	Integration of Knowledge and Ideas		Literacy Practices
	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, the validity, reasoning, relevance and sufficiency.	1	Recognize that text is anything that communicates a message.
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	2	Employ, develop and refine schema to understand and create text.
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	3	View literacy experiences as transactional, interdisciplinary and transfor-
RI.2.8	Describe how reasons support specific claims the author makes in a text.	<u> </u>	mational.
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	6	Collaborate with others to create new meaning.
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	7	Utilize digital resources to learn and share with others.
RI.7.8	Identify 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.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.8	Identify 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.	9	Apply high level cognitive processes to think deeply and critically about
RI.9-	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele-		text.
10.8	vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	10	Develop a literacy identity that promotes lifelong learning.
RI.11- 12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	HOME	

Reading Standards for Informational Text		Interdisciplinary		
Integration of Knowledge and Ideas			Literacy Practices	
	<b>Principle 8</b> Students will delineate and evaluate the argument, specific claims and evidence in a text, the validity, reasoning, relevance and sufficiency.	1	Recognize that text is anything that communicates a message.	
RI.K.8	With prompting and support, identify the claim and the reasons an author gives to support claims in a text.	2	Employ, develop and refine schema to understand and create text.	
RI.1.8	Identify the claim and the reasons an author gives to support the claim in a text.	3	View literacy experiences as transactional, interdisciplinary and transfor-	
RI.2.8	Describe how reasons support specific claims the author makes in a text.		mational. Utilize receptive and expressive lan-	
RI.3.8	Describe how reasons and evidence support specific claims the author makes in a text.	4	guage arts to better understand self, others and the world.	
RI.4.8	Explain how an author uses reasons and evidence to support particular claims the author makes in a text.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
RI.5.8	Explain how an author uses reasons and evidence to support particular claims in a text, identifying which reasons and evidence support which claim(s).	6	Collaborate with others to create new meaning.	
RI.6.8	Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.	7	Utilize digital resources to learn and share with others.	
RI.7.8	Identify 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.	8	Engage in specialized, discipline- specific literacy practices.	
RI.8.8	Identify 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.	9	Apply high level cognitive processes to think deeply and critically about	
RI.9-	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, rele-		text.	
10.8	vancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	10	Develop a literacy identity that promotes lifelong learning.	
RI.11- 12.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.	HOME		

Reading Standards for Informational Text		Interdisciplinary	
Integration of Knowledge and Ideas		Literacy Practices	
	Principle 9 Students will analyze how two or more texts address similar themes or topics in order to wledge or to compare the approaches the authors take.	1	Recognize that text is anything that communicates a message.
RI.K.9	With prompting and support, identify information from two or more texts on similar themes or topics.	2	Employ, develop and refine schema to understand and create text.
RI.1.9	Identify information from two or more texts on similar themes or topics.	2	View literacy experiences as transac-
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	3	tional, interdisciplinary and transfor- mational.
RI.3.9	Explain the relationship between information from two or more texts on the same theme or topic.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.4.9	Integrate information from two or more texts on the same theme or topic.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.5.9	Integrate information from several texts on the same theme or topic.	6	Collaborate with others to create new meaning.
RI.6.9	Compare/contrast how two or more authors present similar events.	7	Utilize digital resources to learn and
RI.7.9	Analyze how two or more authors writing about the same topic present key information by empha-		share with others.
KI.7.5	sizing different evidence or advancing different interpretations of facts.	8	Engage in specialized, discipline- specific literacy practices.
RI.8.9	Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.	9	Apply high level cognitive processes to think deeply and critically about text.
RI.9- 10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	10	Develop a literacy identity that promotes lifelong learning.
RI.11- 12.9	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.	HOME	

Reading Standards for Informational Text		Interdisciplinary Literacy Practices	
	Range of Reading and Level of Text Complexity	1	Recognize that text is anything that
	Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently		communicates a message.
and profici	and proficiently.		Employ, develop and refine schema
RI.K.10	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)	2	to understand and create text.
Mi.K.10	to make sense of grade-level appropriate, complex informational texts.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,		mational.
RI.1.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance)	4	Utilize receptive and expressive lan- guage arts to better understand self,
	to make sense of grade-level appropriate, complex informational texts.		others and the world.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-	5	Apply strategic practices, with
RI.2.10	toring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently	5	scaffolding and then independently, to approach new literacy tasks.
	and proficiently.	_	to approach new literacy tasks.  Collaborate with others to create
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-	6	new meaning.  Utilize digital resources to learn and
RI.3.10	toring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to	7	
	read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		share with others.
		8	Engage in specialized, discipline-
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-		specific literacy practices.
RI.4.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts		Apply high level cognitive processes
	independently and proficiently.	9	to think deeply and critically about text.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, moni-		Develop a literacy identity that promotes lifelong learning.
RI.5.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	10	
	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		

		Literacy Practices	
	Range of Reading and Level of Text Complexity	1	Recognize that text is anything that
Guiding Principle 10 Students will read, comprehend and analyze complex informational texts independently		<u> </u>	communicates a message.
and pronci	and proficiently.		Employ, develop and refine schema to understand and create text.
RI.6.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
RI.7.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
RI.8.10	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts	6	Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.
	independently and proficiently.	7	
RI.9-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining im-	8	Engage in specialized, discipline-specific literacy practices.
10.10	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.	9	Apply high level cognitive processes to think deeply and critically about

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

HOME

motes lifelong learning.

Develop a literacy identity that pro-

text.

10

Interdisciplinary

Handwriting Standards  (Note: Decisions regarding the placement of the handwriting curriculum within the school year should be made based upon readiness and handwriting curriculum utilized.)		Interdisciplinary Literacy Practices	
		1	Recognize that text is anything that communicates a message.
		2	Employ, develop and refine schema to understand and create text.
HW.K.1	Print all upper and lowercase letters and numerals.	3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Recognize that text is anything that communicates a message.  Employ, develop and refine schema to understand and create text.  View literacy experiences as transactional, interdisciplinary and transformational.  Utilize receptive and expressive language arts to better understand self, others and the world.  Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.  Collaborate with others to create new meaning.  Utilize digital resources to learn and share with others.  Engage in specialized, disciplinespecific literacy practices.  Apply high level cognitive processes to think deeply and critically about text.
HW.1.1	Legibly print all upper- and lowercase letters and numerals with correct form.	6	
		7	
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.	8	
		9	to think deeply and critically about
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.	10	motes lifelong learning.

Composition		Interdisciplinary	
Text Types and Purposes		Literacy Practices	
<b>Guiding Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		1	Recognize that text is anything that communicates a message.
C.1.1	Compose opinion pieces, using a combination of drawing, dictating, writing and digital resources, to state the topic and an opinion.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul><li>b. Introduce the topic.</li><li>c. Provide reasons with details to support the opinion.</li></ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	d. Use grade-appropriate transitions.  e. Provide a concluding idea.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.  Compose opinion pieces, using a combination of drawing, dictating, writing and digital re-	6	Collaborate with others to create new meaning.
	sources, to state the topic and an opinion.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
	<ul> <li>every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	<ul><li>b. Introduce the topic.</li><li>c. Provide reasons with details to support the opinion.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	d. Use grade-appropriate transitions.  e. Provide a concluding section.	10	Develop a literacy identity that promotes lifelong learning.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	HOME	

Composition			Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="every">every</a> writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	<ul> <li>With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand	
C.2.1	b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	4	self, others and the world.	
	c. Provide reasons with details to support the opinion.	5	Apply strategic practices, with	
	d. Use grade-appropriate transitions.		scaffolding and then independently,	
	e. Provide a concluding section.		to approach new literacy tasks.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.	7	Utilize digital resources to learn and share with others.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="every">every</a> writing experience must utilize those digital resources.)	8	Engage in specialized, discipline- specific literacy practices.	
	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.		Apply high level cognitive processes	
C.3.1	b. Introduce the topic, followed by an opinion statement, and create an organizational structure.	9	to think deeply and critically about	
	c. Provide reasons with elaborate details to support the opinion.		text.	
	d. Use grade-appropriate transitions.	10	Develop a literacy identity that pro-	
	e. Provide a concluding section.	10	motes lifelong learning.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME	

Composition			Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	<b>Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	2	Employ, develop and refine schema to understand and create text.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="mailto:every">every</a> writing experience must utilize those digital resources.)		View literacy experiences as trans-	
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	3	actional, interdisciplinary and transformational.	
C.4.1	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	c. Provide reasons that are supported by facts and details.		Apply strategic practices, with	
	<ul><li>d. Use grade-appropriate transitions.</li><li>e. Provide a concluding section.</li></ul>	5	scaffolding and then independently,	
	<ul><li>e. Provide a concluding section.</li><li>f. With guidance and support from peers and adults, develop and strengthen writing as needed by</li></ul>		to approach new literacy tasks.	
	planning, revising, editing and rewriting.	6	Collaborate with others to create new meaning.	
	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	7	Utilize digital resources to learn and share with others.	
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)		Engage in specialized, discipline-	
	<ul> <li>a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</li> </ul>	8	specific literacy practices.	
C.5.1	b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	9	Apply high level cognitive processes to think deeply and critically about	
	c. Provide logically ordered reasons that are supported by facts and details.		text.	
	d. Use grade-appropriate transitions.	10	Develop a literacy identity that pro-	
	e. Provide a concluding section.	10	motes lifelong learning.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME	

Composition			Interdisciplinary	
	Text Types and Purposes		iteracy Practices	
	Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or ng valid reasoning and relevant and sufficient evidence.	1	Recognize that text is anything that communicates a message.	
	Compose arguments to support claims with clear reasons and relevant evidence.  a. Produce clear and coherent writing in which the development, organization and style are appropri-	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>ate to task, purpose and audience.</li> <li>b. Introduce claim(s), and organize the reasons and evidence clearly.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.6.1	<ul> <li>c. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims and demonstrating an understanding of the topic or text.</li> <li>d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons.</li> </ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	<ul><li>e. Establish and maintain a formal style.</li><li>f. Provide a concluding statement or section that follows from the argument presented.</li><li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	writing or trying a new approach.  Compose arguments to support claims with clear reasons and relevant evidence.	6	Collaborate with others to create new meaning.	
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	7	Utilize digital resources to learn and share with others.	
	<ul> <li>b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically.</li> <li>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.	
C.7.1	<ul><li>demonstrating an understanding of the topic or text.</li><li>d. Use transitions to create cohesion and clarify the relationships among claims.</li><li>e. Establish and maintain a task appropriate writing style.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
	f. Provide a concluding statement or section that supports the argument presented. g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been	10	Develop a literacy identity that pro- motes lifelong learning.	
	addressed.		HOME	

	Composition		Interdisciplinary Literacy Practices
	Text Types and Purposes  Guiding Principle 1 Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Recognize that text is anything that communicates a message.
	Compose arguments to support claims with clear reasons and relevant evidence.  a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.</li> <li>c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</li> <li>e. Establish and maintain a task appropriate writing style.</li> <li>f. Provide a concluding statement or section that supports the argument presented.</li> <li>g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been ad</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.1		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	strengths and limitations of both in a manner that anticipates the audience's knowledge level and	6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.9- 10.1		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

	Composition		Interdisciplinary
	Text Types and Purposes		Literacy Practices
_	<b>Guiding Principle 1</b> Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Recognize that text is anything that communicates a message.
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transaction
	<ul><li>the claim(s) from alternate or opposing claims and create an organization that logically sequences clai(s), counterclaims, reasons and evidence.</li><li>c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence</li></ul>	4	formational.  Utilize receptive and expressive language arts to better understand
C.11- 12.1	<ul> <li>for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.</li> <li>d. 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</li> </ul>	5	self, others and the world.  Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	evidence and between claim(s) and opposing claims.  e. Establish and maintain a task appropriate writing style.  f. Provide a concluding statement or section that follows from and supports the argument present-	6	Collaborate with others to create new meaning.
	ed.  g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	7	Utilize digital resources to learn and share with others.
	approach, focusing off addressing what is most significant for a specific purpose and addresse.	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
			Develop a literacy identity that promotes lifelong learning.
			HOME

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	Principle 2 Students will compose informative and explanatory texts to examine and convey com-	1	Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and supply information about the topic.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
С.К.2		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.  b. Introduce the topic.  c. Supply information with detail to develop the topic.  d. Use grade-appropriate conjunctions to develop text structure within sentences.  e. Use grade-appropriate transitions to develop text structure across paragraphs.  f. Provide a concluding section.  g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.1.2		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

Composition		Interdisciplinary	
	Text Types and Purposes		Literacy Practices
	Guiding Principle 2 Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.		Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic.	2	Employ, develop and refine schema to understand and create text.
C.2.2	<ul> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed.</li> <li>b. Introduce the topic.</li> <li>c. Supply information with detail to develop the topic.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Provide a concluding section.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
	<ul> <li>every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.3.2	<ul> <li>b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions and details.</li> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul><li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li><li>f. Provide a concluding section.</li></ul>	10	Develop a literacy identity that promotes lifelong learning.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	Guiding Principle 2 Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.		Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
C.4.2	<ul> <li>b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> <li>h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	7	Utilize digital resources to learn and share with others.
	a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	8	Engage in specialized, discipline- specific literacy practices.
C.5.2	ples related to the topic.	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>d. Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>e. Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>f. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>g. Provide a concluding section.</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
	h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	Principle 2 Students will compose informative and explanatory texts to examine and convey com- as clearly and accurately through the effective selection, organization and analysis of content.	1	Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Produce clear and coherent writing in which the development, organization, and style are appropri-	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>ate to task, purpose, and audience.</li> <li>b. Introduce a topic; previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics), and multimedia when useful to aiding comprehension.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.6.2	<ul> <li>d. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	6	Collaborate with others to create new meaning.
C.7.2	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.  a. Produce clear and coherent writing in which the development, organization and style are appropri-	7	Utilize digital resources to learn and share with others.
	<ul> <li>ate to task, purpose and audience.</li> <li>b. Introduce a topic clearly; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
	<ul> <li>c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.</li> <li>d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
	h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.		

	Composition		Interdisciplinary Literacy Practices
	Text Types and Purposes  Principle 2 Students will compose informative and explanatory texts to examine and convey comas clearly and accurately through the effective selection, organization and analysis of content.	1	Recognize that text is anything that communicates a message.
	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	2	Employ, develop and refine schema to understand and create text.
	<ul><li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li><li>b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include</li></ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul> <li>formatting, graphics and multimedia when useful to aiding comprehension.</li> <li>c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.</li> <li>d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>e. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>f. Establish and maintain a formal style.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>h. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
C.8.2		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of con-	8	Engage in specialized, discipline- specific literacy practices.
C.9-		9	Apply high level cognitive processes to think deeply and critically about text.
10.2	tions and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.  c. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete	10	Develop a literacy identity that promotes lifelong learning.
	details, quotations or other information and examples appropriate to the audience's knowledge of the topic.		HOME

Composition			Interdisciplinary
	Text Types and Purposes		Literacy Practices
	Principle 2 Students will compose informative and explanatory texts to examine and convey comas clearly and accurately through the effective selection, organization and analysis of content.	1	Recognize that text is anything that communicates a message.
	ventions of the discipline in which they are writing.	2	Employ, develop and refine schema to understand and create text.
C.9- 10.2		3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	<ul> <li>Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</li> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. 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, graphics and multimedia when useful to aiding comprehension.</li> <li>c. 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.</li> <li>d. 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.</li> <li>e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</li> <li>f. Establish and maintain a formal style and objective tone while attending to the norms and con-</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
C.11- 12.2		8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>ventions of the discipline in which they are writing.</li> <li>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>h. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
	approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

Composition			Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	<b>Guiding Principle 3</b> Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.		Recognize that text is anything that communicates a message.	
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive de-	2	Employ, develop and refine schema to understand and create text.	
	tails and clear sequences.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="every">every</a> writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.	
С.К.З	<ul><li>b. Recount a single event.</li><li>c. Include details which describe actions, thoughts, emotions.</li><li>d. Create a sense of closure.</li></ul>	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	6	Collaborate with others to create new meaning.	
	Compose narratives, using a combination of drawing, dictating, writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	7	Utilize digital resources to learn and share with others.	
	<ul> <li>(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organiza-</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.	
C.1.3	tion are appropriate to task and purpose.  b. Recount a single event or multiple events, memories or ideas.  c. Include details which describe actions, thoughts, emotions.	9	Apply high level cognitive processes to think deeply and critically about text.	
	<ul><li>d. Use temporal words and phrases to signal event order.</li><li>e. Create a sense of closure.</li></ul>	10	Develop a literacy identity that pro- motes lifelong learning.	
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME	

	Composition		Interdisciplinary Literacy Practices
	Text Types and Purposes  Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	2	Employ, develop and refine schema to understand and create text.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not <a href="every">every</a> writing experience must utilize those digital resources.)  a. With guidance and support from adults, produce writing in which the development and organiza-	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.2.3	tion are appropriate to task and purpose.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	planning, revising, and editing.	6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not	7	Utilize digital resources to learn and share with others.
	<ul> <li><u>every</u> writing experience must utilize those digital resources.)</li> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.3.3	<ul><li>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure.</li><li>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul><li>d. Use temporal words and phrases to signal event order.</li><li>a. Create a sense of closure that follows the narrated experiences or events.</li></ul>	10	Develop a literacy identity that promotes lifelong learning.
	f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.		HOME

	Composition		Interdisciplinary Literacy Practices
· ·	Text Types and Purposes  Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.  c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.  d. Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.  e. Use concrete words and phrases and sensory details to convey experiences and events precisely.  f. Provide a conclusion that follows the narrated experiences or events.  g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
C.4.3		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.  (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)  a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.  b. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.  c. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.  d. Use a variety of conjunctions and transitional words, phrases and clauses to manage the sequence of events.  e. Use concrete words and phrases and sensory details to convey experiences and events precisely.  f. Provide a conclusion that follows the narrated experiences or events.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.5.3		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME

Composition			Interdisciplinary
	Text Types and Purposes	ا	Literacy Practices
	Principle 3 Students will compose narratives to develop real or imagined experiences or events, using technique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.  a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  b. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.  d. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.  e. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.  f. Provide a conclusion that follows from the narrated experiences or events.  g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	2	Employ, develop and refine schema to understand and create text.
		3	View literacy experiences as transactional, interdisciplinary and transformational.
C.6.3		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences.  a. Produce clear and coherent writing in which the development, organization and style are appropri-	7	Utilize digital resources to learn and share with others.
	<ul> <li>ate to task, purpose and audience.</li> <li>b. Engage 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.</li> <li>c. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.7.3		9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		HOME

	Composition		Interdisciplinary
	Text Types and Purposes		Literacy Practices
	<b>rinciple 3</b> Students will compose narratives to develop real or imagined experiences or events, using echnique, well-chosen details and well-structured event sequences.	1	Recognize that text is anything that communicates a message.
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.  a. Produce clear and coherent writing in which the development, organization and style are appropriate to tack purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	<ul> <li>b. Engage the reader by setting up a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.</li> <li>d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.</li> <li>e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.</li> <li>f. Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.</li> </ul>	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.8.3		4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	g. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	6	Collaborate with others to create new meaning.
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.  a. Produce clear and coherent writing in which the development, organization and style are appro-	7	Utilize digital resources to learn and share with others.
	<ul> <li>priate to task, purpose and audience.</li> <li>Engage and orient the reader by setting up 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.</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
C.9-10.3	<ul> <li>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</li> <li>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	<ul> <li>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</li> <li>f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
	the writing. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.		HOME

## **Composition**

### **Text Types and Purposes**

**Guiding Principle 3** Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

- a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- b. Engage and orient the reader by setting up 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.

## C.11-12.3

- c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
- d. 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. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.
- f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing.
- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

# **Interdisciplinary Literacy Practices**

- Recognize that text is anything that communicates a message.
- Employ, develop and refine schema to understand and create text.
- View literacy experiences as transactional, interdisciplinary and transformational.
- Utilize receptive and expressive language arts to better understand self, others and the world.
- Apply strategic practices, withscaffolding and then independently,to approach new literacy tasks.
- 6 Collaborate with others to create new meaning.
- 7 Utilize digital resources to learn and share with others.
- 8 Engage in specialized, discipline-specific literacy practices.
- Apply high level cognitive processesto think deeply and critically about text.
- Develop a literacy identity that promotes lifelong learning.

HOME

	Composition		Interdisciplinary	
	Production and Distribution of		Literacy Practices	
	<b>Principle 4</b> Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.	
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	2	Employ, develop and refine schema to understand and create text.	
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	3	View literacy experiences as transactional, interdisciplinary and transfor-	
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	4	mational.  Utilize receptive and expressive lan-	
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	guage arts to better understand self, others and the world.	
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.	
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.	
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline-	
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	$\vdash$	specific literacy practices.  Apply high level cognitive processes	
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.	
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro-	
C.11-	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	10	motes lifelong learning.	
12.4	Use a variety of formats to cite sources.		HOME	

	Composition		Interdisciplinary
	Production and Distribution of		Literacy Practices
	<b>Principle 4</b> Students will use digital resources to create and publish products as well as to interact and e with others.	1	Recognize that text is anything that communicates a message.
C.K.4	With guidance and support from adults, explore a variety of digital resources to create and publish products, including in collaboration with peers.	2	Employ, develop and refine schema to understand and create text.
C.1.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	3	View literacy experiences as transactional, interdisciplinary and transfor-
C.2.4	With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers.	4	mational.  Utilize receptive and expressive lan-
C.3.4	With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	4	guage arts to better understand self, others and the world.
C.4.4	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.4	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	6	Collaborate with others to create new meaning.
C.6.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	7	Utilize digital resources to learn and share with others.
C.7.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	8	Engage in specialized, discipline-
C.8.4	Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.	_	specific literacy practices.  Apply high level cognitive processes
C.9-10.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	9	to think deeply and critically about text.
	Use a variety of formats to cite sources.	10	Develop a literacy identity that pro-
C.11- 12.4	Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Use a variety of formats to cite sources.	motes lifelong learning.	

	Composition		Interdisciplinary
	Research to Build and Present Knowledge		Literacy Practices
	Principle 5 Students will conduct short as well as more sustained research projects based on focused demonstrating understanding of the subject under investigation.	1	Recognize that text is anything that communicates a message.
C.K.5	With guidance and support, participate in shared research and writing projects.	2	Employ, develop and refine schema to understand and create text.
C.1.5	With guidance and support, participate in shared research and writing projects.	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.2.5	Conduct shared research and writing projects that build knowledge about a topic.	4	Utilize receptive and expressive language arts to better understand self,
C.3.5	Conduct short research projects that build knowledge about a topic.		others and the world.
C.4.5	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.5	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	6	Collaborate with others to create new meaning.
C.6.5	Conduct short research projects to answer a question, drawing on several sources.	7	Utilize digital resources to learn and share with others.
C.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	8	Engage in specialized, discipline- specific literacy practices.
C.8.5	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating new avenues for inquiry.	9	Apply high level cognitive processes to think deeply and critically about
C.9-10.5	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		text.
C.9-10.5	multiple sources on the subject, demonstrating understanding of the subject under investigation.	10	Develop a literacy identity that pro-
C.11-	Conduct short as well as more sustained research projects to answer a question (including a self-	10	motes lifelong learning.
12.5	generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		HOME

	Composition		Interdisciplinary
	Research to Build and Present Knowledge		Literacy Practices
credibility	rinciple 6 Students will gather relevant information from multiple print and digital sources, assess the and accuracy of each source and integrate the information for the purposes of analysis, reflection and while avoiding plagiarism.	1	Recognize that text is anything that communicates a message.
C.K.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.	2	Employ, develop and refine schema to understand and create text.
C.1.6	With guidance and support, collect information from real-world experiences or provided sources to answer or generate questions.		View literacy experiences as transac-
C.2.6	Collect information from real-world experiences or provided sources to answer or generate questions.	3	tional, interdisciplinary and transfor- mational.
C.3.6	Summarize information from experiences, or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
C.4.6	Summarize relevant information from experiences, or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.		Apply strategic practices, with
C.5.6	Summarize relevant information from experiences or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.	5	scaffolding and then independently, to approach new literacy tasks.
C.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and, in order to reflect or interpret, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	6	Collaborate with others to create new meaning.
C.7.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.	7	Utilize digital resources to learn and share with others.
C.8.6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to reflect, analyze or complete short research projects, quote or paraphrase the data and conclusions of others, avoiding plagiarism by	8	Engage in specialized, discipline- specific literacy practices.
	providing in-text and bibliographic MLA or APA citation.		Apply high level cognitive processes
C.9-10.6	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 fol-	9	to think deeply and critically about text.
C.11-	lowing a standard format for citation.  Gather relevant information from multiple authoritative print and digital sources, using advanced sparshes offertively assess the strengths and limitations of each source in terms of the task, purpose	10	Develop a literacy identity that promotes lifelong learning.
12.6	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.		

	Composition		Interdisciplinary
	Range of Writing		Literacy Practices
	<b>Principle 7</b> Students will compose routinely over extended and shorter time frames for a variety of tasks, and audiences.	1	Recognize that text is anything that communicates a message.
C.K.7	(Begins in grade 3)	2	Employ, develop and refine schema to understand and create text.
C.1.7	(Begins in grade 3)	3	View literacy experiences as transactional, interdisciplinary and transfor-
C.2.7	(Begins in grade 3)		mational.  Utilize receptive and expressive lan-
C.3.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	4	guage arts to better understand self, others and the world.
C.4.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
C.5.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	6	Collaborate with others to create new meaning.
C.6.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	7	Utilize digital resources to learn and share with others.
C.7.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	8	Engage in specialized, discipline-
C.8.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.		specific literacy practices.
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes	9	Apply high level cognitive processes to think deeply and critically about text.
	and audiences.	10	Develop a literacy identity that promotes lifelong learning.
C.11- 12.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	HOME	

	Language		Inte
	Lunguage		Liter
	Conventions of Standard English		Recog
	<b>g Principle 1</b> Students will demonstrate command of the conventions of standard English grammar and when writing and speaking.	1	comm
	When writing or speaking, demonstrate appropriate use of:	2	Emplo to uno
L.K.1	<ul> <li>a. common nouns and verbs.</li> <li>b. regular plural nouns orally by adding /s/ or /es/.</li> <li>c. interrogative sentences using who, what, where, when, why and how.</li> </ul>		View tional matio
d. sentences using common prepositions. e. complete sentences.		4	Utilize guage
	When writing or speaking, demonstrate appropriate use of:  a. common, proper and possessive nouns in a sentence.  b. singular and plural nouns with matching verbs in basic sentences.		Apply scaffo to app
L.1.1	<ul><li>c. personal, possessive and indefinite pronouns in a sentence.</li><li>d. verbs to convey a sense of past, present and future in a sentence.</li><li>e. frequently occurring adjectives in a sentence.</li></ul>	6	Collab new r
	f. frequently occurring conjunctions in a sentence. g. frequently occurring prepositions in a sentence.	7	Utilize share
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.	8	Engag specif
	In writing or speaking, demonstrate appropriate use of: a. collective nouns. b. frequently occurring irregular nouns.		Apply to thii text.
L.2.1	<ul><li>c. reflexive pronouns.</li><li>d. past tense of frequently occurring irregular verbs.</li><li>e. adjectives and adverbs in sentence formation.</li></ul>	10	Devel motes
	f. producing, expanding and rearranging complete simple and compound sentences.		

## **Interdisciplinary Literacy Practices**

- ognize that text is anything that municates a message. loy, develop and refine schema nderstand and create text. literacy experiences as transacal, interdisciplinary and transforional. ze receptive and expressive lange arts to better understand self, ly strategic practices, with folding and then independently, proach new literacy tasks. aborate with others to create meaning. e digital resources to learn and e with others. age in specialized, disciplineific literacy practices. ly high level cognitive processes nink deeply and critically about
  - Develop a literacy identity that promotes lifelong learning.



Language			Interdisciplinary		
			Literacy Practices		
	Conventions of Standard English		Recognize that text is anything that		
	<b>Principle 1</b> Students will demonstrate command of the conventions of standard English grammar and	1	communicates a message.		
usage w	hen writing and speaking.		Employ, develop and refine schema		
	When writing or speaking, demonstrate appropriate use of:	2	to understand and create text.		
	a. common nouns and verbs.		View literacy experiences as transac-		
L.K.1	b. regular plural nouns orally by adding /s/ or /es/.	3	tional, interdisciplinary and transfor-		
	c. interrogative sentences using who, what, where, when, why and how.		mational.		
	d. sentences using common prepositions.		Utilize receptive and expressive lan-		
	e. complete sentences.	4	guage arts to better understand self,		
	When writing or speaking, demonstrate appropriate use of:		Apply strategic practices, with		
	a. common, proper and possessive nouns in a sentence.	5	scaffolding and then independently,		
	b. singular and plural nouns with matching verbs in basic sentences.		to approach new literacy tasks.		
	c. personal, possessive and indefinite pronouns in a sentence.	6	Collaborate with others to create		
L.1.1	d. verbs to convey a sense of past, present and future in a sentence.		new meaning.		
	e. frequently occurring adjectives in a sentence.		-		
	f. frequently occurring conjunctions in a sentence.	7	Utilize digital resources to learn and		
	g. frequently occurring prepositions in a sentence.		share with others.		
	h. declarative, interrogative, imperative and exclamatory sentences in response to prompts.		Engage in specialized, discipline-		
		8	specific literacy practices.		
	In writing or speaking, demonstrate appropriate use of:		Apply high level cognitive processes		
	a. collective nouns.	9	to think deeply and critically about		
	b. frequently occurring irregular nouns.		text.		
L.2.1	c. reflexive pronouns.		Develop a literacy identity that pro-		
	d. past tense of frequently occurring irregular verbs.	10	motes lifelong learning.		
	e. adjectives and adverbs in sentence formation.				
	f. producing, expanding and rearranging complete simple and compound sentences.		HOME		

Language			Interdisciplinary		
	<b>2</b> 411,544,56		Literacy Practices		
	Conventions of Standard English		Recognize that text is anything that		
	<b>Principle 1</b> Students will demonstrate command of the conventions of standard English grammar and nen writing and speaking.	1	communicates a message.		
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.		
	<ul> <li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns.</li> <li>d. Form and use regular and irregular verbs</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.		
L.3.1		4	Utilize receptive and expressive language arts to better understand self, others and the world.		
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	<ul> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> <li>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</li> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> </ul>	6	Collaborate with others to create new meaning.		
L.4.1		7	Utilize digital resources to learn and share with others.		
		8	Engage in specialized, discipline- specific literacy practices.		
L.5.1		9	Apply high level cognitive processes to think deeply and critically about text.		
		10	Develop a literacy identity that promotes lifelong learning.		
<ul><li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li><li>e. Use correlative conjunctions.</li></ul>		HOME			

Language			Interdisciplinary Literacy Practices
	Conventions of Standard English		
	Principle 1 Students will demonstrate command of the conventions of standard English grammar and nen writing and speaking.	1	Recognize that text is anything that communicates a message.
usuge Wi	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	2	Employ, develop and refine schema to understand and create text.
	<ul><li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li><li>b. Form and use regular and irregular plural nouns.</li><li>c. Use abstract nouns.</li></ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.3.1	<ul> <li>d. Form and use regular and irregular verbs.</li> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound and complex sentences.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul> <li>When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</li> <li>a. Use relative pronouns and relative adverbs.</li> <li>b. Use the progressive verb tenses.</li> <li>c. Use modal auxiliaries to convey various conditions, such as can, may and must.</li> <li>d. Order adjectives within sentences according to conventional patterns.</li> <li>e. Use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. Use frequently confused words, such as to, too, two; there, their, they're.</li> </ul>	6	Collaborate with others to create new meaning.
L.4.1		7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.1	<ul> <li>a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.</li> <li>b. Use the perfect verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states and conditions.</li> <li>d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
e. Use correlative conjunctions.			HOME

Language		Interdisciplinary	
			Literacy Practices
	Conventions of Standard English  Principle 1 Students will demonstrate command of the conventions of standard English grammar and	1	Recognize that text is anything that communicates a message.
usage wi	In both written and oral expression:	2	Employ, develop and refine schema to understand and create text.
L.6.1	b. Recognize and correct inappropriate shifts in pronoun number and person.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Recognize variations from standard English, and implement strategies to improve expression in conventional language.  In both written and oral expression:	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.7.1	<ul> <li>a. Create sentences using correctly placed clauses and phrases.</li> <li>b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</li> </ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	In both written and oral expression:  a. Identify verbals correctly based on their intended function.  b. Demonstrate appropriate use of verbs in the active and passive voice.  c. Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.	6	Collaborate with others to create new meaning.
L.8.1		7	Utilize digital resources to learn and share with others.
	In both written and oral expression:  a. Demonstrate appropriate use of parallel structure.	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.1	b. Demonstrate appropriate use of 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.	9	Apply high level cognitive processes to think deeply and critically about text.
L.11-	In both written and oral expression:  a. Demonstrate the understanding that usage is a matter of convention, can change over time and	10	Develop a literacy identity that promotes lifelong learning.
12.1	may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.		HOME

Language		Interdisciplinary	
	Conventions of Standard English		Literacy Practices
	<b>Principle 2</b> Students will demonstrate command of the conventions of standard English capitalization, ion and spelling when writing.	1	Recognize that text is anything that communicates a message.
L.K.2	<ul> <li>When writing:</li> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds.</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	2	Employ, develop and refine schema to understand and create text.
	When writing:  a. Capitalize proper nouns, including but not limited to dates and names of people.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.1.2	<ul> <li>b. Demonstrate appropriate use of end punctuation.</li> <li>c. With prompting and support, produce and write commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.  When writing:	5	Apply strategic practices, with scaffolding and then independently,
L.2.2	<ul> <li>a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names.</li> <li>b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog).</li> </ul>	6	to approach new literacy tasks.  Collaborate with others to create new meaning.
	<ul><li>c. Use apostrophe to form contractions and possessives.</li><li>d. Generalize spelling patterns.</li><li>e. Use reference materials to self-check and correct spelling.</li></ul>	7	Utilize digital resources to learn and share with others.
	When writing:  a. Capitalize appropriate words in titles.  b. Use commas in addresses.	8	Engage in specialized, discipline- specific literacy practices.
L.3.2	<ul> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</li> <li>f. Use spelling patterns and generalizations in writing words.</li> <li>g. Consult reference materials as needed to check and correct spellings.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
L.4.2	When writing:  a. Demonstrate appropriate use of capitalization rules.	10	Develop a literacy identity that pro- motes lifelong learning.
2,7,2	c. Use a comma before a coordinating conjunction in a compound sentence. d. Consult reference materials as needed to check and correct spellings.		HOME

Language			Interdisciplinary
Conventions of Standard English		Literacy Practices	
	<b>Principle 2</b> Students will demonstrate command of the conventions of standard English capitalization, tion and spelling when writing.	1	Recognize that text is anything that communicates a message.
	When writing:  a. Use punctuation to separate items in a series.  b. Use a comma to separate an introductory element from the rest of the sentence.	2	Employ, develop and refine schema to understand and create text.
L.5.2	<ul> <li>c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence and to indicate direct address.</li> <li>d. Use underlining, quotation marks or italics to indicate titles of works.</li> <li>e. Use strategies and resources (print and electronic) to identify and correct spelling errors.</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.2	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Demonstrate appropriate use of strategies to identify and correct spelling errors.  When writing:	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.7.2	<ul><li>a. Demonstrate appropriate use of a comma to separate coordinate adjectives.</li><li>b. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li></ul>	6	Collaborate with others to create new meaning.
L.8.2	<ul> <li>When writing:</li> <li>a. Demonstrate appropriate use of punctuation to indicate a pause or break.</li> <li>b. Demonstrate appropriate use of an ellipsis to indicate an omission.</li> </ul>	7	Utilize digital resources to learn and share with others.
	<ul> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.</li> <li>When writing:</li> </ul>	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.2	<ul> <li>a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.</li> <li>b. Demonstrate appropriate use of a colon to introduce a list or quotation.</li> <li>c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
L.11-	Correct spelling errors.  When writing:	10	Develop a literacy identity that promotes lifelong learning.
12.2	a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling.		HOME

	Language		Interdisciplinary
	Knowledge of Language		Literacy Practices
_	<b>Principle 3</b> Students will apply knowledge of language to understand how language functions in differexts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-	1	Recognize that text is anything that communicates a message.
L.K.3	(Begins in grade 2)	2	Employ, develop and refine schema to understand and create text.
L.1.3	(Begins in grade 2)	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Compare formal and informal uses of English.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written Standard English.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.3.3		6	Collaborate with others to create new meaning.
	Use knowledge of language and its conventions when writing, speaking, reading or listening.	7	Utilize digital resources to learn and share with others.
L.4.3	<ul><li>a. Choose words and phrases to convey ideas precisely.</li><li>b. Choose punctuation for effect.</li></ul>	8	Engage in specialized, discipline- specific literacy practices.
	c. Differentiate between formal and informal discourse patterns based on context.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.3	<ul> <li>Use knowledge of language and its conventions when writing, speaking, reading or listening.</li> <li>a. Expand, combine and reduce sentences for meaning, reader/listener interest and style.</li> <li>b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems.</li> </ul>	10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

	Language		Interdisciplinary	
	Knowledge of Language		Literacy Practices	
ent cont	<b>Principle 3</b> Students will apply knowledge of language to understand how language functions in differexts, to make effective choices for meaning or style and to comprehend more fully when reading or lis-	1	Recognize that text is anything that communicates a message.	
tening.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	2	Employ, develop and refine schema to understand and create text.	
L.6.3	<ul><li>a. Vary sentence patterns for meaning, reader/listener interest and style.</li><li>b. Maintain consistency in style and tone.</li></ul>	3	View literacy experiences as transactional, interdisciplinary and transformational.	
L.7.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordi-	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	ness and redundancy.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
L.8.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.  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	6	Collaborate with others to create new meaning.	
	state contrary to fact).	7	Utilize digital resources to learn and share with others.	
L.9- 10.3	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.  a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the	8	Engage in specialized, discipline- specific literacy practices.	
	discipline and writing type.	9	Apply high level cognitive processes to think deeply and critically about text.	
L.11- 12.3	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.  a. Apply an understanding of syntax to the study of complex texts when reading.	10	Develop a literacy identity that pro- motes lifelong learning.	
	b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.		HOME	

	Language  Vocabulary Acquisition and Use		Interdisciplinary Literacy Practices
phrases,	<b>Guiding Principle 4</b> Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of gen-		Recognize that text is anything that communicates a message.
	demic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in or- e transition ready.	2	Employ, develop and refine schema to understand and create text.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  a. Identify homophones.  b. Identify common affixes and how they change the meaning of a word.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	c. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Identify common affixes and how they change the meaning of a word.  c. With guidance and support, identify frequently occurring root words and their inflectional forms.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
L.1.4		6	Collaborate with others to create new meaning.
	d. 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.	7	Utilize digital resources to learn and share with others.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	8	Engage in specialized, discipline- specific literacy practices.
L.2.4	<ul> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word.</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	e. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	10	Develop a literacy identity that promotes lifelong learning.
	f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		HOME

	Language		Interdisciplinary Literacy Practices
phrases, eral acad	<b>Guiding Principle 4</b> Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in or-		Recognize that text is anything that communicates a message.
der to be	der to be transition ready.		Employ, develop and refine schema to understand and create text.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word.  c. Use a known root word as a clue to the meaning of an unknown word with the same root.  d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.  e. Acquire and use accurately grade-appropriate conversational, general academic and domain-	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.3.4		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.  a. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.  b. Use common affixes and roots as clues to the meaning of a word.  c. Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
L.4.4		7	Utilize digital resources to learn and share with others.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.	8	Engage in specialized, discipline- specific literacy practices.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.  a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	9	Apply high level cognitive processes to think deeply and critically about text.
L.5.4	<ul> <li>b. Use common affixes and roots as clues to the meaning of a word.</li> <li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	10	Develop a literacy identity that promotes lifelong learning.
	d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.		HOME

Language			Interdisciplinary
	Vocabulary Acquisition and Use		Literacy Practices
phrases,	<b>Guiding Principle 4</b> Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in or-		Recognize that text is anything that communicates a message.
der to be	transition ready.		Employ, develop and refine schema
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.	2	to understand and create text.
	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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.4	<ul><li>b. Use Greek and Latin affixes and roots as clues to the meaning of a word.</li><li>c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li></ul>	4	Utilize receptive and expressive language arts to better understand self,
	d. 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 comprehen- sion or expression.	_	others and the world.  Apply strategic practices, with
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.	5	scaffolding and then independently, to approach new literacy tasks.
	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.	6	Collaborate with others to create new meaning.
L.7.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		
	C. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	7	Utilize digital resources to learn and share with others.
	d. 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.	8	Engage in specialized, discipline- specific literacy practices.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.		Apply high level cognitive processes
	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.	9	to think deeply and critically about text.
L.8.4	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.		Dovolon a litera avidentitu thet
	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases	10	Develop a literacy identity that promotes lifelong learning.
	d. 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.		НОМЕ

	Language		Interdisciplinary
	Vocabulary Acquisition and Use		Literacy Practices
phrases,	<b>Guiding Principle 4</b> Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of gen-		Recognize that text is anything that communicates a message.
	eral academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.		Employ, develop and refine schema to understand and create text.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from an array of strategies.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	<ul> <li>c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehen-</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.9- 10.4		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		6	Collaborate with others to create new meaning.
	sion or expression.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	7	Utilize digital resources to learn and share with others.
	grades 11-12 reading and content, choosing flexibly from an array of strategies.  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.	8	Engage in specialized, discipline- specific literacy practices.
L.11- 12.4	<ul> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>c. Consult general and specialized reference materials to find the pronunciation of a word or deter-</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
	mine or clarify its precise meaning or its part of speech.  d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehen-	10	Develop a literacy identity that promotes lifelong learning.
	sion or expression.		HOME
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Language			Interdisciplinary	
	Vocabulary Acquisition and Use		Literacy Practices	
Guiding ings.	Principle 5 Students will demonstrate understanding of word relationships and nuances in word mean-	1	Recognize that text is anything that communicates a message.	
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	2	Employ, develop and refine schema to understand and create text.	
	<ul> <li>b. Demonstrate an understanding of verbs and adjectives and their antonyms.</li> <li>With guidance and support from adults, demonstrate understanding of word relationships and nuanc-</li> </ul>	3	View literacy experiences as transactional, interdisciplinary and transfor-	
	es in word meanings.  a. Sort words into categories to classify relationships and to gain a sense of the concepts the categories represent.	4	mational.  Utilize receptive and expressive language arts to better understand self, others and the world.	
L.1.5	<ul><li>b. 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).</li><li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li></ul>	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	d. Define or act out the shades of meaning among verbs (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic).	6	Collaborate with others to create new meaning.	
L.2.5	<ul> <li>Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>a. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely re-</li> </ul>	7	Utilize digital resources to learn and share with others.	
	lated adjectives (e.g., thin, slender).  Demonstrate understanding of word relationships and nuances in word meanings.	8	Engage in specialized, discipline- specific literacy practices.	
L.3.5	<ul><li>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</li><li>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li><li>c. Distinguish shades of meaning among related words that describe degrees of certainty.</li></ul>	9	Apply high level cognitive processes to think deeply and critically about text.	
L.4.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Explain the meaning of simple similes and metaphors in context.	10	Develop a literacy identity that promotes lifelong learning.	
	<ul><li>b. Recognize and explain the meaning of common idioms, adages and proverbs.</li><li>c. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li></ul>		HOME	

Language			Interdisciplinary Literacy Practices
<b>Guiding</b> meaning	Vocabulary Acquisition and Use  Principle 5 Students will demonstrate understanding of word relationships and nuances in word  s.	1	Recognize that text is anything that communicates a message.
L.5.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages and proverbs.	2	Employ, develop and refine schema to understand and create text.
	c. Demonstrate understanding of words by relating them to their synonyms and antonyms.  Demonstrate understanding of figurative language, word relationships and nuances in word mean-	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.5	<ul> <li>ings.</li> <li>a. Interpret figurative language, including but not limited to personification, in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations of words with similar denotations.</li> </ul>	4	Utilize receptive and expressive language arts to better understand self, others and the world.
L.7.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to allusions, in context.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	<ul><li>b. Use the relationship between particular words to improve understanding.</li><li>c. Distinguish among the connotations of words with similar denotations.</li></ul>	6	Collaborate with others to create new meaning.
L.8.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figurative language, including but not limited to irony, in context.  b. Use the relationship between particular words to better understand each of the words.	7	Utilize digital resources to learn and share with others.
	c. Distinguish among the connotations of words with similar denotations.  Demonstrate understanding of figurative language, word relationships and nuances in word mean-	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.5	<ul> <li>ings.</li> <li>a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>	9	Apply high level cognitive processes to think deeply and critically about text.
L.11- 12.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and	10	Develop a literacy identity that promotes lifelong learning.
12.3	analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		HOME

#### **Appendix A: Writing and Review Committees**

The writing team, composed of current English/language arts K-12 teachers, university professors and community members, represented both rural and urban settings from several regions of the state. The classroom teachers had at least five years of teaching experience in a variety of ELA courses and grade-levels, and they were utilized in the standards development process according to their certification. Additionally, the selected writers served in many roles in their schools, the English/language arts community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

#### **Writing Committee Members**

Dr. Janice Almasi, University of Kentucky Ashley Androit, Bullitt County Amanda Arthur, Campbell County David Bolt, Kentucky Primary Care Association William Matthew Cantrell, Johnson County Sarah Cary, Muhlenberg County Karen Cole-Smith, Paducah Independent Mary Cook, Jefferson County Sam Corbett, Jefferson County Public Schools Education Foundation Jared Criswell, Wayne County Michelle Devine, Washington County Dr. Michael DiCicco, Northern Kentucky University Dr. Ginni Fair, Eastern Kentucky University Dr. Amy Seely Flint, University of Louisville Jordon Floyd, Erlanger-Elsmire Independent Shanda Gay, Robertson County Amy Hammond, Pulaski County Traci Nethery Hargrove, Shelby County Kristi Hodges, Oldham County Megan Jones, Christian County Pamela Johnson, Powell County Mary Keith, Grant County Holly Kelly, Ballard County



Rebecca King, Pikeville Independent

Annette Manlief, Scott County

Amanda Mason, Rowan County

Kristen Morgan, Lincoln County

Eric Neeley, Fayette County

Jodi Niehaus, Kenton County

Dr. Peggy Otto, Western Kentucky University

Daniel Parks, Fayette County

Tammy Purcell, Clark County

Sarah Reed, Jefferson County

Rachel Stanfield, Mason County

Dr. Daniel Super, Western Kentucky University

Aretta Terry, Marshall County

Cathy Thrasher, Henderson County

Emily Tubbs, Bath County

Lisa Wallin, Ashland Independent

Ciara Wheatley, Casey County

Annette Williams, Advance Kentucky

