Kentucky Academic Standards

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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 http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf
- Shanahan, Tim. (2018). Knowing and Reading--What Can We Do to Make Sure Kids Know Enough to Comprehend. *Shanahan on Literacy*. Retrieved from http://www.shanahanonliteracy.com/blog/knowing-and-reading-what-can-we-do-to-make-sure-kids-know-enough-to-comprehend#sthash.YxwHtKjn.dpbs.
- Wexler, Natalie. (2018). Why American Students Haven't Gotten Better at Reading in 20 Years. *The Atlantic*. Retrieved from https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/

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.

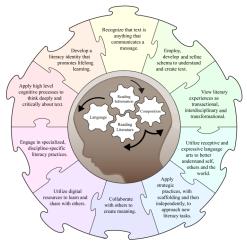


Figure 1 Interdisciplinary Literacy Practices Infographic

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.

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 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.
8/15/	connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.	5	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.		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
	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.	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.

HOME

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 logical inferences to construct meaning from the text.	1	Recognize that text is anything that communicates a message.
RJ.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.
RI.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.
	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,		dank occupy and chocally about text.
RI.2.10	visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, com- prehend, and analyze grade-level appropriate, complex informational texts independently and profi- ciently.	10	Develop a literacy identity that pro- motes 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.		

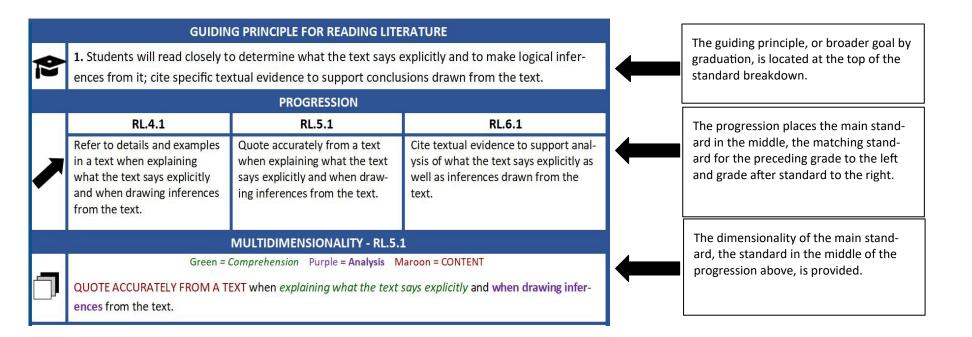
Example of a standard coded for multidimensionality:

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.	6	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.	8	Engage in specialized, discipline-	
8	Students will delineate and evaluate the argument, specific claims and evidence in a text,		specific literacy practices.	
ŭ	assessing the validity, reasoning, relevance and sufficiency.		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	10	motes lifelong learning.	
10	and proficiently.		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		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.	10	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, punctua-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
2	tion and spelling when writing.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	Knowledge of Language		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
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.	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.	9	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.	10	Develop a literacy identity that promotes lifelong learning.	
			HOME	

Kentucky Academic Standards for Reading and Writing: Grade 9-12 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 9-12, 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 analyzing and critiquing assigned and self-selected texts, students synthesize ideas to evaluate themselves and the world around them. Through skilled application of cognitive strategies, students will acquire rich content knowledge and develop into independent, proficient lifelong learners.

Students continue to develop the habit of reading closely as they encounter increasingly difficult texts during grades 9-12. Students are expected to read closely to analyze authors' choices. They must cite relevant and thorough evidence to support analysis of how themes, central ideas, elements, etc., are developed over the course of texts. Students also analyze how authors create and use effects, such as word choice, structure, point of view and perspective and rhetoric, within texts in order to impact the reader/audience. A critical focus is on the domain of evaluation. Students must be equipped to evaluate text structures, diverse media interpretations and accounts of subjects as well as arguments, claims, evidence and reasoning.

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 must use a combination of relevant print, non-print and digital resources to compose a variety of argumentative, informative/explanatory 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. To support central ideas in various modes of writing, students will develop ideas through rhetorical strategies, including but not limited to embedding a narrative. 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 firm control over the conventions of Standard English. To enhance their craft and express themselves convincingly, students must make intentional choices in diction, syntax and rhetoric. Students need to determine or clarify the meaning of nuanced words and phrases, choosing flexibly from an array of strategies to aid them. 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 9-10		Interdisciplinary Literacy Practices	
	Key Ideas and Details			
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.	1	Recognize that text is anything that communicates a message.	
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.	2	Employ, develop and refine schema to understand and create text.	
RL.9- 10.3	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes.	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	Craft and Structure		Utilize receptive and expressive lan-	
<u>RL.9-</u> 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.	4	guage arts to better understand self, others and the world.	
2011			Apply strategic practices, with	
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.	5	scaffolding and then independently, to approach new literacy tasks.	
RL.9- 10.6			Collaborate with others to create new meaning.	
	Integration of Knowledge and Ideas		THE CONTRACTOR OF THE CONTRACT	
<u>RL.9-</u> 10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	7	Utilize digital resources to learn and share with others.	
10.7			Engage in specialized, discipline-	
<u>RL.9-</u> <u>10.8</u>	(Not applicable to literature)	8	specific literacy practices.	
RL.9- 10.9	RL.9- Analyze how an author draws on and transforms source material in a specific work.		Apply high level cognitive processes to think deeply and critically about text.	
	Range of Reading and Level of Text Complexity			
<u>RL.9-</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-	10	Develop a literacy identity that pro- motes lifelong learning.	
<u>10.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME	

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
		determine what the text says explic to support conclusions drawn from	itly and to make logical inferences from the text.		Literacy Practices
	PROGRESSION				Recognize that text is anything that
	RL.8.1	RL.9-10.1	RL.11.12.1		communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough 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.
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transfor-
	1	MULTIDIMENSIONALITY RL.9-10	.1		mational.
	Green (italic) = Com	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
	CITE RELEVANT AND THOROUG well as inferences drawn from t		alysis of what the text says explicitly as	4	guage arts to better understand self, others and the world.
	Well as interences arount from the text.				Apply strategic practices, with scaffolding and then independently,
	GUIDIN	NG PRINCIPLE FOR READING LIT	ERATURE		to approach new literacy tasks.
			alyze their development; cite specific cions to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RL.8.2 Determine themes of a text	RL.9-10.2 Determine a theme or central	RL.11-12.2 Determine two or more themes or cen-	7	share with others.
	and analyze how they are developed through relationships of characters, setting and plot,	idea of a text and analyze in detail its development over the course of the text, including	tral ideas of a text and analyze their development over the course of the text, including how they interact and	8	Engage in specialized, discipline- specific literacy practices.
•	citing textual evidence, paraphrasing or summarizing.	how it emerges and is shaped and refined by specific details.	build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.
		//ULTIDIMENSIONALITY - RL.9-1	0.2		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis		10	motes lifelong learning.
		AL IDEA of a text and analyze in def es and is shaped and refined by spe	tail its development over the course of cific details.		HOME

	G PRINCIPLE FOR READING LITE why individuals, events and ideas	RATURE develop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION			
RL.8.3	RL.9-10.3	RL.11-12.3	1	communicates a message.
Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a char-	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or	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.	2	Employ, develop and refine schema to understand and create text.
acter, or provoke a decision.	develop themes.	elements of a story of drama.	3	View literacy experiences as transactional, interdisciplinary and transfor
М	ULTIDIMENSIONALITY - RL.9-10	0.3		mational.
Green (italic) = Comp	rehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive lan-
Analyze how COMPLEX CHARAC advance the plot or develop the		text, interact with other characters and	4	guage arts to better understand self, others and the world.
GUIDING	G PRINCIPLE FOR READING LITE	RATURF	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.
·	ings, and analyze how specific wor	a text, including determining technical, d choices shape meaning or tone.	6	Collaborate with others to create new meaning.
21.0	PROGRESSION	71.44.42.4		Utilize digital resources to learn and
RL.8.4 Determine the meaning of	RL.9-10.4 Determine the meaning of	RL.11-12.4 Determine the meaning of words and	7	share with others.
words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact	words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative	phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative im- pact of specific word choices on mean-	8	Engage in specialized, discipline- specific literacy practices.
of specific word choices on meaning and tone, including but not limited to analogies or allusions to other texts.	impact of specific word choices on meaning and tone.	ing and tone and on the text as a whole.	9	Apply high level cognitive processes to think deeply and critically about text.
М	MULTIDIMENSIONALITY - RL.9-10.4			
	rehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.
	s and phrases as they are used in the ulative impact of specific WORD C	ne text, including figurative and connota- HOICES on meaning and TONE.		HOME

G	IDING PRINCIPLE FOR READING LIT	ERATURE		Interdisciplinary
	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.			
	PROGRESSION		1	Recognize that text is anything that
RL.8.5	RL.9-10.5	RL.11-12.5	-	communicates a message.
Compare/contrast the struture of two or more texts, analyze how the differing	· ·	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall struc-	2	Employ, develop and refine schema to understand and create text.
structure of each text con utes to its meaning and st	'	ture and meaning as well as its aesthetic impact.	3	View literacy experiences as transactional, interdisciplinary and transformational.
Graen (italic)	MULTIDIMENSIONALITY - RL.9-10.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			
	Analyze how an author's choices concerning how to STRUCTURE A TEXT, ORDER EVENTS within it and MA-NIPULATE TIME create such effects as mystery, tension or surprise.			others and the world. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	IDING PRINCIPLE FOR READING LIT	SERATURE se shape the content and style of a text.	6	Collaborate with others to create new meaning.
	PROGRESSION		7	Utilize digital resources to learn and
RL.8.6	RL.9-10.6	RL.11-12.6		share with others.
Analyze characters' and re ers' perspectives and how differences create effects,	· · · ·	Analyze how point of view and per- spective are used to manipulate the reader for a specific purpose or effect,	8	Engage in specialized, discipline- specific literacy practices.
including but not limited t suspense, humor and emp thy.	ature by drawing on a wide	including but not limited to satire, sar- casm, irony and understatement.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.9-10.6			Douglan a litarage identity that are
	Comprehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT ENCE reflected in a work of literature by	10	Develop a literacy identity that promotes lifelong learning.
drawing on a wide reading				HOME

	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE		Interdisciplinary
12	7. Students will integrate and emmedia and formats.		Literacy Practices		
		PROGRESSION		1	Recognize that text is anything that
	RL.8.7	RL.9-10.7	RL.11-12.7	_	communicates a message.
	Analyze the extent to which a filmed/live production of a story or drama stays faithful	Analyze the representation of a subject or a key scene in two different artistic mediums, in-	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the	2	Employ, develop and refine schema to understand and create text.
	to or departs from the text or script, evaluating choices made by the director or ac-	cluding what is emphasized or absent in each treatment.	source text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	tors.				Utilize receptive and expressive lan-
		OULTIDIMENSIONALITY - RL.9-10 Orehension Purple (bold) = Analysis		4	guage arts to better understand self, others and the world.
	Analyze the REPRESENTATION OF A SUBJECT OR A KEY SCENE IN TWO DIFFERENT ARTISTIC MEDIUMS, including what is emphasized or absent in each treatment.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDING PRINCIPLE FOR READING LITERATURE				Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance ar	-	ns and evidence in a text, assessing the	7	Utilize digital resources to learn and share with others.
		PROGRESSION			
	RL.8.8 (Not applicable to literature)	RL.9-10.8 (Not applicable to literature)	RL.11-12.8 (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.
	N	MULTIDIMENSIONALITY - RL.9-10	0.8		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	motes lifelong learning.
	(Not applicable to literature)				HOME

GUIDIN	G PRINCIPLE FOR READING LITERA	ATURE		Interdisciplinary
9. Students will analyze how two	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.				Literacy Practices
	PROGRESSION			Recognize that text is anything tha
RL.8.9	RL.9-10.9	RL.11-12.9	1	communicates a message.
Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional	Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	2	Employ, develop and refine scher to understand and create text.
stories or religious works, includ- ing describing how the material is rendered new.		·	3	View literacy experiences as trans tional, interdisciplinary and transf mational.
Green (italic) = Comp	IULTIDIMENSIONALITY - RL.9-10.9 rehension Purple (bold) = Analysis M ON AND TRANSFORMS SOURCE MATE	IAROON (CAPS) = CONTENT	4	Utilize receptive and expressive land guage arts to better understand so others and the world.
	G PRINCIPLE FOR READING LITERA		5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
10. Students will read, comprehe	PROGRESSION	s independently and pronciently.	6	Collaborate with others to create new meaning.
RL.8.10	RL.9-10.10	RL.11-12.10		new meaning.
By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, mon-	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring,	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visual-	7	Utilize digital resources to learn a share with others.
itoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, compre-	visualizing, inferencing, summariz- ing, synthesizing, using prior knowledge, determining im- portance) to read, comprehend,	izing, inferencing, summarizing, syn- thesizing, using prior knowledge, de- termining importance) to read, com- prehend, and analyze grade-level ap-	8 9	Engage in specialized, discipline- specific literacy practices.
hend, and analyze grade-level appropriate, complex literary texts independently and proficiently.	and analyze grade-level appropri- ate, complex literary texts inde- pendently and proficiently.	propriate, complex literary texts independently and proficiently.		Apply high level cognitive process to think deeply and critically aboutext.
M	ULTIDIMENSIONALITY - RL.9-10.10	0		
By the end of the year, flexibly u		gies (i.e., questioning, monitoring, vis-	10	Develop a literacy identity that pomotes lifelong learning.
5. 5.	g, synthesizing, using prior knowledg LEVEL APPROPRIATE, COMPLEX LITE	e, determining importance) to read, ERARY TEXTS independently and pro-		HOME

	Reading Standards for Informational Text - Grade 9-10		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
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.	1	Recognize that text is anything that communicates a message.
RI.9- 10.2	Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	2	Employ, develop and refine schema to understand and create text.
RI.9- 10.3	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, how they are introduced and developed and the connections that are drawn between them.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
RI.9- 10.4	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	4	guage arts to better understand self, others and the world.
	tone.	_	Apply strategic practices, with
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.	5	scaffolding and then independently, to approach new literacy tasks.
RI.9- 10.6	Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utiliza digital recourses to learn and
RI.9- 10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.	7	Utilize digital resources to learn and share with others.
10.7	which details are emphasized in each account.		Engage in specialized, discipline-
<u>RI.9-</u> 10.8	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	8	specific literacy practices.
RI.9- 10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about
	Range of Reading and Level of Text Complexity		text.
<u>RI.9-</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.
<u>10.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
12	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.8.1	RI.9-10.1	RI.11-12.1		communicates a message.
	Cite relevant textual evidence to support analysis of what the text says explicitly as well	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-	Cite relevant and thorough 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.
	as inferences drawn from the text.	itly as well as inferences drawn from the text.	drawn from the text.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - RI.9-10).1		Utilize receptive and expressive lan-
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand self,
			aalysis of what the text says explicitly as		others and the world.
	well as inferences drawn from the	ne text.		_	Apply strategic practices, with
				5	scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR INFORMATIO	NAL TEXT		to approach new interacy tasks.
12		•	development; cite specific textual eviport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
	RI.8.2	RI.9-10.2	RI.11-12.2	/	share with others.
	Determine central ideas of a text and analyze how they are developed through relation-	Determine central ideas of a text and analyze in detail their development over the course of	Determine two or more central ideas of a text and analyze their development over the course of the text, in-	8	Engage in specialized, discipline- specific literacy practices.
	ships of key details, citing tex- tual evidence, paraphrasing, or summarizing.	a text, including how they emerge and are shaped and refined by specific details.	cluding how they interact and build on one another to produce a complex account.	9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.9-10.2				B 1 10 11 12 11 1
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine CENTRAL IDEAS of a text and analyze in detail their development over the course of the text,		i i	10	Develop a literacy identity that pro- motes lifelong learning.
	including how they emerge and are shaped and refined by specific details.				HOME

3. Students will analyze how and a text.	G PRINCIPLE FOR INFORMATIO	NAL TEXT s develop and interact over the course of		Interdisciplinary Literacy Practices
	PROGRESSION		1	Recognize that text is anything tha
RI.8.3	RI.9-10.3	RI.11-12.3	_	communicates a message.
Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions be-	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	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.	2	Employ, develop and refine schen to understand and create text.
tween ideas over the course of a text.	points are made, how they are introduced and developed and the connections that are drawn between them.		3	View literacy experiences as trans tional, interdisciplinary and transf mational.
N	MULTIDIMENSIONALITY - RI.9-10	0.3		Utilize receptive and expressive la
Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	guage arts to better understand sell others and the world.
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, how they are introduced and developed and the connections that are drawn between them.			5	Apply strategic practices, with scaffolding and then independent
<u> </u>				to approach new literacy tasks.
	G PRINCIPLE FOR INFORMATIO and phrases as they are used in a t		6	Collaborate with others to create new meaning.
4. Students will interpret words		ext, including determining technical,		Collaborate with others to create new meaning.
4. Students will interpret words	and phrases as they are used in a t	ext, including determining technical,	6 7	Collaborate with others to create
4. Students will interpret words	and phrases as they are used in a t nings, and analyze how specific wo	ext, including determining technical,		Collaborate with others to create new meaning. Utilize digital resources to learn a share with others.
4. Students will interpret words connotative, and figurative mean RI.8.4 Determine the meaning of words and phrases as they are	and phrases as they are used in a to nings, and analyze how specific wo PROGRESSION RI.9-10.4 Determine the meaning of words and phrases as they are used in a	ext, including determining technical, rd choices shape meaning or tone. RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, in-		Collaborate with others to create new meaning. Utilize digital resources to learn a
4. Students will interpret words connotative, and figurative mean RI.8.4 Determine the meaning of	and phrases as they are used in a tonings, and analyze how specific wo PROGRESSION RI.9-10.4 Determine the meaning of words	ext, including determining technical, rd choices shape meaning or tone. RI.11-12.4 Determine the meaning of words and	7	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-
RI.8.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	and phrases as they are used in a trainings, and analyze how specific work. PROGRESSION RI.9-10.4 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	ext, including determining technical, and choices shape meaning or tone. 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.	7 8 9	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive process to think deeply and critically about text.
RI.8.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone.	and phrases as they are used in a trainings, and analyze how specific work. PROGRESSION RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	ext, including determining technical, and choices shape meaning or tone. 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.	7	Collaborate with others to create new meaning. Utilize digital resources to learn a share with others. Engage in specialized, discipline-specific literacy practices. Apply high level cognitive process to think deeply and critically about

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	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.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
RI.8	RI.8.5 RI.9-10.5 RI.11-12.5		*	communicates a message.	
Analyze in detail of a specific paratext, including the	agraph in a	Analyze in detail how an au- thor's ideas or claims are devel- oped and refined by particular	Analyze and evaluate the effective- ness of the structure an author uses in his or her exposition or argument.	2	Employ, develop and refine schema to understand and create text.
ticular sentence ing and refining cept.	•	sentences, paragraphs or larger portions of a text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
Gre	MULTIDIMENSIONALITY - RI.9-10.5 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT				Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
Analyze in deta		•	d and refined by particular sentences,	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Students will		G PRINCIPLE FOR INFORMATION int of view, perspective and purpos	NAL TEXT e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION		7	Utilize digital resources to learn and
RI.8	3.6	RI.9-10.6	RI.11-12.6		share with others.
Determine an au spective and putext, and analyz	rpose in a	Determine an author's point of view, perspective and purpose in a text, and analyze how an	Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effec-	8	Engage in specialized, discipline- specific literacy practices.
thor acknowled sponds to confli or viewpoints.	ges and re-	author uses rhetoric to advance that point of view or purpose.	tive, analyzing how style and content contribute to the effectiveness of the text.	9	Apply high level cognitive processes to think deeply and critically about text.
		MULTIDIMENSIONALITY - RI.9-10			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE in a text, and analyze how an		10	Develop a literacy identity that promotes lifelong learning.	
author uses R	HETORIC to adv	vance that point of view or purp	oose.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
П	RI.8.7	RI.9-10.7	RI.11-12.7		communicates a message.
	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,	Integrate and evaluate multiple sources of information presented in different print and non-print formats	2	Employ, develop and refine schema to understand and create text.
	senting particular topics or ideas.	determining which details are emphasized in each account.	in order to address a question or solve a problem.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	MULTIDIMENSIONALITY - RI.9-10	0.7		Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Analyze various accounts of A SUBJECT PRESENTED IN DIFFERENT PRINT AND NON-PRINT FORMATS, determining which details are emphasized in each account.			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.
		• ,	ns and evidence in a text, assessing the	6	Collaborate with others to create new meaning.
		PROGRESSION		_	Utilize digital resources to learn and
	RI.8.8	RI.9-10.8	RI.11-12.8	7	share with others.
	Identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and	8	Engage in specialized, discipline- specific literacy practices.
1 1	evidence is relevant and suffi- cient; recognize when irrele- vant evidence is introduced.	the evidence; identify false statements and fallacious reasoning.	fallacious reasoning.	9	Apply high level cognitive processes to think deeply and critically about text.
	N	MULTIDIMENSIONALITY - RI.9-10	0.8		Develop a literacy identity that pro-
		prehension Purple (bold) = Analysis	· · ·	10	motes lifelong learning.
		fic CLAIMS and EVIDENCE in a text, dence; identify false statements ar	assessing the validity, reasoning, rele- nd FALLACIOUS REASONING.		HOME

	PRINCIPLE FOR INFORMATIONAL 1 or more texts address similar themes of proaches the authors take.			Interdisciplinary Literacy Practices
PROGRESSION			1	Recognize that text is anything that
RI.8.9 Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or in-	RI.9-10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.	RI.11-12.9 Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.	2	communicates a message. Employ, develop and refine schema to understand and create text.
	ULTIDIMENSIONALITY - RI.9-10.9 ehension Purple (bold) = Analysis MAR	OON (CAPS) = CONTENT	3	View literacy experiences as transactional, interdisciplinary and transformational.
Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE, including how they address related THEMES and concepts.				Utilize receptive and expressive language arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR INFORMATIONAL TEXT 10. Students will read, comprehend and analyze 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	PROGRESSION RI.9-10.10 By the end of the year, flexibly use a	RI.11-12.10 By the end of the year, flexibly use	6	Collaborate with others to create new meaning.
use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, infer- encing, summarizing, synthesiz-	variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge,	a variety of comprehension strate- gies (i.e., questioning, monitoring, visualizing, inferencing, summariz- ing, using prior knowledge, deter-	7	Utilize digital resources to learn and share with others.
ing, using prior knowledge, determining importance) to read, comprehend and analyze gradelevel appropriate, complex in-	determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and pro-	mining importance) to read, com- prehend and analyze grade-level appropriate, complex information- al texts independently and profi-	8	Engage in specialized, discipline- specific literacy practices.
formational texts independently and proficiently.	ficiently.	ciently.	9	Apply high level cognitive processes to think deeply and critically about text.
	JLTIDIMENSIONALITY - RI.9-10.10	POON (CADS) - CONTENT		
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 read,		10	Develop a literacy identity that pro-	
ualizing, inferencing, summarizing		determining importance) to read,		motes lifelong learning.

	Composition – Grade 9-10		Interdisciplinary Literacy Practices
	Text Types and Purposes	1	Recognize that text is anything that
	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Produce clear and coherent writing in which the development, organization and style are appropri-	2	Employ, develop and refine schema
<u>C.9-</u>	 ate to task, purpose and audience. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the 	3	to understand and create text. View literacy experiences as transactional, interdisciplinary and transformational.
<u>10.1</u>	strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Link the major sections of the text cohesively, 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.
	 Establish and maintain a task appropriate writing style. Provide a concluding statement or section that follows from and supports the argument presented. 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	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 content.		Collaborate with others to create new meaning.
	a. Produce writing in which the development and organization are appropriate to task and purpose.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections	7	Utilize digital resources to learn and share with others.
	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 details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	8	Engage in specialized, discipline- specific literacy practices.
<u>C.9-</u> <u>10.2</u>	 d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	9	Apply high level cognitive processes to think deeply and critically about
	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		text.
	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.
	h. 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

Use narrative 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 appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple points/jo view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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. 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. Production and Distribution of Writing C.9. 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; synthizer methods are demandated to introducing an idea and create text. 2		Composition – Grade 9-10		Interdisciplinary Literacy Practices
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 appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. C.9- 10.3 d. Use a variety of 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. 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. Production and Distribution of Writing Use a variety of formats to cite sources. Research to Build and Present Knowledge C.9- 10.5 Gather relevant information from multiple authoritative print and digital sources, using advanced search 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. C.9- 10.5 Gather relevant information from multiple authoritative print and digital sources, using advanced search es effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain		Texts Type and Purposes		Recognize that text is anything that
a. Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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. 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. Production and Distribution of Writing 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. Research to Build and Present Knowledge 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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced search-generated question) for solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant informatio		and well-structured sequences for an intended purpose, including but not limited to introducing an idea	1	, ,
b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. C.9- 10.3 d. Use a variety of 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. 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. Production and Distribution of Writing 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. Research to Build and Present Knowledge C.9- 10.5 Gather relevant information from multiple authoritative print and digital sources, using advanced search 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. Range of Writing C.9- 10.6 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Power little provides a smore subject, demonstrating understanding of the subject under investigation. Range of Writing C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.		a. Produce clear and coherent writing in which the development, organization and style are appropriate	2	
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. 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. Production and Distribution of Writing 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. Research to Build and Present Knowledge C.9. In Security of promasts to cite sources. Research to Build and Present Knowledge C.9. Each of the control of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. HOME Utilize receptive and expressive language arts to better understand self, others and the world. 4		b. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression	3	tional, interdisciplinary and transfor-
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. Production and Distribution of Writing 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. Research to Build and Present Knowledge 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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- 10.5 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. 5 Collaborate with others to create new meaning. 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.		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 coher-		guage arts to better understand self,
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. Production and Distribution of Writing 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. Research to Build and Present Knowledge 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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.		experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the	5	scaffolding and then independently,
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. Research to Build and Present Knowledge 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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- 10.7 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. 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.		g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new		
C.9- 10.4 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Research to Build and Present Knowledge 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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searched es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. ### August 10 ### August 20 ### A		Production and Distribution of Writing		
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 multiple sources on the subject, demonstrating understanding of the subject under investigation. C.9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Bengage in specialized, discipline-specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning. HOME		technology's capacity to link to other information and to display information flexibly and dynamically.	7	, and the second
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 multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Specific literacy practices. Apply high level cognitive processes to think deeply and critically about text. 10 Develop a literacy identity that promotes lifelong learning.				Engage in specialized, discipline-
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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Range of Writing C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Papply high level cognitive processes to think deeply and critically about text. Develop a literacy identity that promotes lifelong learning. HOME	0.0		8	specific literacy practices.
C.9- 10.6 Cather relevant information from multiple authoritative print and digital sources, using advanced searches es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. C.9- Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. To motes lifelong learning.		generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize		
ard format for citation. Range of Writing C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences. Develop a literacy identity that promotes lifelong learning. HOME		es effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		' '
C.9- 10.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.	<u>10.6</u>			, , , , , , , , , , , , , , , , , , , ,
10.7 and audiences.		Range of Writing		motes meiong learning.
711		and audiences.		HOME

GUIDING PRINCIPLE FOR COMPOSITION



1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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valid reasoning and relevant and so			1	Recognize that text is anything that
	PROGRESSION		_	communicates a message.
C.8.1	C.9-10.1	C.11-12.1		
Compose arguments to support claims with clear reasons and relevant evidence.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid	Compose arguments to support claims in an analysis of substantive topics or texts, using valid rea-	2	Employ, develop and refine schema to understand and create text.
	reasoning and relevant and sufficient evidence.	soning and relevant and sufficient evidence.	3	View literacy experiences as transactional, interdisciplinary and transformational.
 a. Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	 a. Produce clear and coherent writing in which the devel- opment, organization and style are appropriate to task, 	 a. Produce clear and coherent writing in which the develop- ment, organization and style are appropriate to task, pur- 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
pose and audience.b. Introduce claim(s),	purpose and audience. b. Introduce precise claim(s),	pose and audience. b. Introduce precise, knowledge-	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence	distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear rela-	able claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,	6	Collaborate with others to create new meaning.
logically.	tionships among claim(s), counterclaims, reasons and evidence.	and create an organization that logically sequences claim (s), counterclaims, reasons,	7	Utilize digital resources to learn and share with others.
c. Support claim(s) with logical	c. Develop claim(s) and coun-	c. Develop claim(s) and opposing	8	Engage in specialized, discipline- specific literacy practices.
reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of	terclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the	claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a man-	9	Apply high level cognitive processes to think deeply and critically about text.
the topic or text.	audience's knowledge level and concerns.	ner that anticipates the audi- ence's knowledge level, con- cerns, values and possible bi-	10	Develop a literacy identity that promotes lifelong learning.
		ases.		HOME

Interdisciplinary

Literacy Practices

	PROGRESSION					Interdisciplinary		
		C.8.1		C.9-10.1		C.11-12.1		Literacy Practices
	d.	cohesion and clarify the relationships among claim (s), counterclaims, reasons	d.	Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims,	d.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify	1	Recognize that text is anything that communicates a message.
		and evidence.		reasons and evidence.		the relationships between claim (s) and reasons, between reasons and evidence and between claim(s) and opposing claims.	2	Employ, develop and refine schema to understand and create text.
	e.	Establish and maintain a	e. f.	Establish and maintain a task appropriate writing style. Provide a concluding state-	e. f.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	f.	task appropriate writing style. Provide a concluding state-					4	Utilize receptive and expressive language arts to better understand self, others and the world.
7		ment or section that sup- ports the argument pre- sented.		ment or section that follows from and supports the argument presented.		or section that follows from and supports the argument 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.	Develop and strengthen writing as needed by planning revising additing re-	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a	6	Collaborate with others to create new meaning.
		ning, revising, editing, re- writing or trying a new ap- proach, focusing on how well purpose and audience have been addressed.	writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	proach, focusing on address-		new approach, focusing on addressing what is most significant for a specific purpose and	7	Utilize digital resources to learn and share with others.
				audience.	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.9-10.1		Interdisciplinary
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
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.
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.
 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evi- dence. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
 d. Link the major sections of the text cohesively and clarify the relationships among claims(s), counter-claims, reasons and evidence. e. Establish and maintain a task appropriate writing style. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 f. Provide a concluding statement or section that follows from and supports the argument presented. g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new 	6	Collaborate with others to create new meaning.
approach, focusing on addressing what is most significant for a specific purpose and audience.	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

GUIDING PRINCIPLE FOR COMPOSITION



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.

	and accurately through the effecti	1	Recognize that text is anything that communicates a message.		
	C.8.2	C.9-10.2	C.11-12.2		
	Compose informative and/or explanatory texts to examine a topic and convey ideas, con-	Compose informative and/or ex- planatory texts to examine and convey complex ideas, concepts	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and infor-	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 clearly and accurately through the effective selection, organization and analysis	mation clearly and accurately through the effective selection, organization and analysis of con-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 a. Produce clear and coherent writing in which the devel- 	of content. a. Produce writing in which the development and organiza-	a. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
,	opment, organization and style are appropriate to task, purpose and audience.	tion are appropriate to task and purpose.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	. Introduce a topic clearly; organize ideas, concepts,	b. Introduce a topic; organize complex ideas, concepts and	 b. Introduce a topic; organize complex ideas, concepts and information so that each new 	6	Collaborate with others to create new meaning.
	and information into broad- er categories; include for- matting, graphics and multi- media when useful to aiding	information to make im- portant connections and dis- tinctions; include formatting, graphics and multimedia	element builds on that which precedes it to create a unified whole; include formatting,	7	Utilize digital resources to learn and share with others.
	comprehension.	when useful to aiding comprehension.	graphics and multimedia when useful to aiding comprehension.	8	Engage in specialized, discipline- specific literacy practices.
	. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other infor-	c. Develop the topic with well- chosen, relevant, and suffi- cient facts, extended defini- tions, concrete details, quo- tations or other information and examples appropriate to the audience's knowledge of the topic.	c. Develop the topic thoroughly by selecting the most signifi- cant and relevant facts, ex- tended definitions, concrete	ifi- 9	Apply high level cognitive processes to think deeply and critically about text.
	mation and examples.		details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	10	Develop a literacy identity that promotes lifelong learning.
					HOME

Interdisciplinary

Literacy Practices

	PROGRESSION						Interdisciplinary	
		C.8.2		C.9-10.2		C.11-12.2		Literacy Practices
	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 relationships among complex ideas and concepts.	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.	1	Recognize that text is anything that communicates a message.
							2	Employ, develop and refine schema to understand and create text.
	e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	main-specific vocabular manage the complexity topic. f. Establish and maintain a mal style and objective while attending to the n and conventions of the	Use precise language and do- main-specific vocabulary to manage the complexity of the	 e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	specific vocabulary and tech- niques such as metaphor, simile	3	View literacy experiences as transactional, interdisciplinary and transformational.
				topic.		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	f.	Establish and maintain a formal style.		f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are composing.		style and objective tone while attending to the norms and conventions of the discipline in	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
						6	Collaborate with others to create new meaning.	
	g.	Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation pre-	g. Provide a concluding state- ment or section that follows from and supports the infor- mation or explanation present-	g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.	
		sented.		ed.			8	Engage in specialized, discipline- specific literacy practices.
	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.	h. 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.	n.	h. 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.	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.9-10.2	Interdisciplinary		
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT	Literacy Practices		
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 content.	1	Recognize that text is anything that communicates a message.	
 a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections 	2	Employ, develop and refine schema to understand and create text.	
and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.	3	View literacy experiences as transactional, interdisciplinary and transformational	
c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.	4	mational. Utilize receptive and expressive language arts to better understand self, others and the world.	
 d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
 f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are composing. g. Provide a concluding statement or section that follows from and supports the information or explanation. 	6	Collaborate with others to create new meaning.	
nation presented. Develop and strengthen writing as needed by planning, revising, <i>editing</i> , 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.	
	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	

	GUIDI	ING PRINCIPLE FOR COMPOSITIO	N		Interdisciplinary
	3. Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.				Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	C.8.3	C.9-10.3	C.11-12.3		
	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details	2	Employ, develop and refine schema to understand and create text.
	details and well-structured sequences for an intended purpose.	details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting	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 develop-	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Produce clear and coherent writing in which the devel-	a. Produce clear and coherent writing in which the develop-		4	Utilize receptive and expressive language arts to better understand self, others and the world.
/	opment, organization and style 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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	b. Engage the reader by setting up a problem, situa-	b. Engage and orient the reader by setting up a problem, situ-	b. Engage and orient the reader by setting up a problem, situa-	6	Collaborate with others to create new meaning.
	tion or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	ation 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.	tion 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.	7	Utilize digital resources to learn and share with others.
				8	Engage in specialized, discipline- specific literacy practices.
	c. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences,	c. Use narrative techniques, such as dialogue, pacing, de- scription, reflection and mul- tiple plot lines, to develop	c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experi-	9	Apply high level cognitive processes to think deeply and critically about text.
	events and/or characters.	experiences, events and/or characters.	ences, events, and/or charac- ters.	10	Develop a literacy identity that promotes lifelong learning.
					HOME

				PROGRESSION				Interdisciplinary	
	C.8.3			C.9-10.3		C.11-12.3		Literacy Practices	
	d. Use a variety of tran to convey sequence, shifts from one time or setting to another	signal frame and	d.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	d.	sequence events so that they build on one another to create a coherent whole and build	1	Recognize that text is anything that communicates a message.	
	show the relationshi among experiences a events.					toward a particular tone and outcome.	2	Employ, develop and refine schema to understand and create text.	
	e. Use precise words and phrases, relevant de details and sensory l	scriptive anguage	e.	Use precise words and phrases, telling details and sensory language to convey a	e.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
7	to capture the action convey experiences events.			vivid picture of the experiences, events, setting and/or characters.		es, events, setting and/or characters.	4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	f. Provide a conclusion connects the narrative evance to the intend	ve's rel-	f.	Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the	f.	Provide a conclusion that explicitly 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.	
	pose of the writing.			tended purpose of the writing.		ed purpose of the writing.	6	Collaborate with others to create new meaning.	
	g. With guidance, deve strengthen writing a ed by planning, revis	s need- sing, ed-	g.	Develop and strengthen writing as needed by planning, revising editing, re-	g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or	7	Utilize digital resources to learn and share with others.	
	iting, rewriting or try new approach.	ving a		proach, focusing on addressing what is most significant ing on addressing what is most significant for a specific pur-	proach, focusing on addressing what is most significant significant significant significant 8	oroach, focusing on address- ong what is most significant ing on addressing what is most significant for a specific pur-	significant for a specific pur-	8	Engage in specialized, discipline- specific literacy practices.
				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.9-10.3		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, including but not limited to introducing an idea	1	Recognize that text is anything that communicates a message.
	and/or supporting a claim. 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.
	ate to task, purpose and audience.b. Engage and orient the reader by setting up a problem, situation or observation, establishing one or	3	View literacy experiences as transactional, interdisciplinary and transformational.
	multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.c. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
	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.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	6	Collaborate with others to create new meaning.
	 Provide a conclusion that explicitly connects the narrative's relevance to the intended purpose of the writing. 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. 		Utilize digital resources to learn and share with others.
			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

	4. Students will use digital resource with others.		Interdisciplinary Literacy Practices		
			Recognize that text is anything that		
	C.8.4	C.9-10.4	C.11-12.4	1	communicates a message.
	Use digital resources to create and publish products as well as to interact and collaborate with oth- ers; 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	Use digital resources to create, publish and update individual or shared products, taking advantage of technology capacity to link to	2	Employ, develop and refine schema to understand and create text.
	format.	other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - C.9-10.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Use DIGITAL RESOURCES to create, publish, and update individual or shared products, taking advantage of				Utilize receptive and expressive language arts to better understand self, others and the world.
	technology's capacity to link to oth variety of formats to cite sources.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	 GUIDING PRINCIPLE FOR COMPOSITION 5. Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 				Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	C.8.5 Conduct short research projects	C.9-10.5 Conduct short as well as more sus-	C.11.12.5 Conduct short as well as more sus-	7	share with others.
7	to answer a question (including a self-generated question), drawing on several sources and generating new avenues for	tained research projects to answer a question (including a self-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.	tained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the	8	Engage in specialized, discipline- specific literacy practices.
	inquiry.		inquiry when appropriate; 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.
	MU	JLTIDIMENSIONALITY - C.9-10.5		10	Develop a literacy identity that pro-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Conduct short as well as more sustained RESEARCH projects to answer a question (including a self-				motes lifelong learning.
	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

	GUI	DING PRINCIPLE FOR COMPOSITION	N		Interdisciplinary
	6. Students will gather relevant and accuracy of each source an search while avoiding plagiarism		Literacy Practices		
	3,1	PROGRESSION		1	Recognize that text is anything that
	C.8.6	C.9-10.6	C.11-12.6	-	communicates a message.
	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibil-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths	2	Employ, develop and refine schema to understand and create text.
/	ity and accuracy of each source; and, in order to reflect, analyze or complete short research pro- jects, quote or paraphrase the	each source in answering the re- search question; integrate infor- mation into the text selectively to maintain the flow of ideas, avoiding	and limitations of each source in terms of the task, purpose and audi- ence; integrate information into the text selectively to maintain the flow	3	View literacy experiences as transactional, interdisciplinary and transformational.
	data and conclusions of others, while avoiding plagiarism by providing in-text and biblio-	plagiarism and following a standard format for citation.	of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for cita-	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	MULTIDIMENSIONALITY - C.9-10.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
					Collaborate with others to create new meaning.
		DING PRINCIPLE FOR COMPOSITION rely over extended and shorter time fra		7	Utilize digital resources to learn and share with others.
	and audiences.	PROGRESSION		8	Engage in specialized, discipline- specific literacy practices.
	C.8.7	C.9-10.7	C.11-12.7		
	tended time frames and shorter time frames for a va-	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 shorter time frames for a variety of task, purposes and audiences.	9	Apply high level cognitive processes to think deeply and critically about text.
_	audience. Green (italic) = Com	10	Develop a literacy identity that pro- motes lifelong learning.		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.				HOME

	Language — Grades 9-10 Conventions of Standard English		Interdisciplinary Literacy Practices		
<u>L.9-</u>	In both written and oral expression: a. Demonstrate appropriate use of parallel structure.	1	Recognize that text is anything that communicates a message.		
10.1	 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. 		Employ, develop and refine schema to understand and create text.		
<u>L.9-</u>	 When writing: a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. 		View literacy experiences as transactional, interdisciplinary and transformational.		
<u>10.2</u>			Utilize receptive and expressive language arts to better understand self, others and the world.		
<u>L.9-</u> 10.3	Knowledge of Language 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 disciplinate.		Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.		
	and writing type. Vocabulary Acquisition and Use		Collaborate with others to create new meaning.		
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9- .0 reading and content, choosing flexibly from an array of strategies. I. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a		Utilize digital resources to learn and share with others.		
<u>L.9-</u> <u>10.4</u>	 sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 	8	Engage in specialized, discipline- specific literacy practices.		
	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 comprehension or expression.	9	Apply high level cognitive processes to think deeply and critically about text.		
<u>L.9-</u>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and ana-	10	Develop a literacy identity that pro- motes lifelong learning.		
<u>10.5</u>	lyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.		HOME		

	GUIDING PRINCIPLE FOR LANGUAGE 1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.				Interdisciplinary Literacy Practices
	writing and speaking.	1	Recognize that text is anything that		
L	L.8.1	L.9-10.1	L.11-12.1		communicates a message.
:	In both written and oral expression:	In both written and oral expression:	In both written and oral expression: a. Demonstrate the understanding	2	Employ, develop and refine schema to understand and create text.
,	a. Identify verbals correctly based on their intended function.	Demonstrate appropriate use of parallel structure.	that usage is a matter of convention, can change over time and may be contested.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 Demonstrate appropriate use of verbs in the active and pas- sive voice. 	 Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adver- bial, participial, prepositional, 	 Resolve issues of complex or contested usage, consulting references as needed. 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
(Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, condi- Demonstrate appropriate use absolute) and clauses (independent, dependent; noun, relative, adverbial) to 	absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	while recognizing and cor- recting inappropriate shifts.	add variety and interest to writing or presentations.		6	Collaborate with others to create new meaning.
		JLTIDIMENSIONALITY - L.9-10.1	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT In both written and oral expression:				Engage in specialized, discipline- specific literacy practices.
P	a. <i>Demonstrate appropriate use of</i> PARALLEL STRUCTURE. b. <i>Demonstrate appropriate use of various types of</i> PHRASES (NOUN, VERB, ADJECTIVAL, ADVERBIAL, PARTICIPIAL, PREPOSITIONAL, ABSOLUTE) AND CLAUSES (INDEPENDENT, DEPENDENT; NOUN, RELATIVE, AD-			9	Apply high level cognitive processes to think deeply and critically about text.
	VERBIAL) to convey specific meanings and add variety and interest to writing or presentations.				Develop a literacy identity that promotes lifelong learning.
		346			HOME

	GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate com		Literacy Practices		
	and spelling when writing.				Literacy Practices
	PROGRESSION				Recognize that text is anything that
	L.8.2	L.9-10.2	L.11-12.2	1	communicates a message.
	When writing:	When writing:	When writing:		
	Demonstrate appropriate use of punctuation to indicate a	Demonstrate appropriate use of a semicolon with and with-	a. Demonstrate command of the conventions of standard English	2	Employ, develop and refine schema to understand and create text.
_	pause or break.	out a conjunctive adverb to link two or more closely related independent clauses.	capitalization, punctuation and spelling.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	b. Demonstrate appropriate use of an ellipsis to indicate an omission.	 Demonstrate appropriate use of a colon to introduce a list or quotation. 		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden-	c. Demonstrate appropriate use of strategies and resources (print and electronic) to iden-		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	tify and correct spelling er- rors.	tify and correct spelling er- rors.		6	Collaborate with others to create new meaning.
	Ml Green (italic) = Compre	JLTIDIMENSIONALITY - L.9-10.2 Chension Purple (bold) = Analysis V	IAROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
_	When writing: a. Demonstrate appropriate use of a SEMICOLON WITH AND WITHOUT A CONJUNCTIVE ADVERB TO LINK			8	Engage in specialized, discipline- specific literacy practices.
	TWO OR MORE CLOSELY RELATED INDEPENDENT CLAUSES. b. Demonstrate appropriate use of a COLON TO INTRODUCE A LIST OR QUOTATION. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct			9	Apply high level cognitive processes to think deeply and critically about text.
	spelling errors.			10	Develop a literacy identity that promotes lifelong learning.
		34/			HOME

	ill apply knowledge	DING PRINCIPLE FOR LANGUAGE of language to understand how lang ning or style and to comprehend mo	uage functions in different contexts,		Interdisciplinary Literacy Practices
	L.8.3	PROGRESSION L.9-10.3	L.11-12.3	1	Recognize that text is anything that
Use knowledge its conventions	e of language and	Apply knowledge of language to understand how language functions in different contexts, to	Apply knowledge of language to understand how language functions in different contexts, to make effec-	2	communicates a message. Employ, develop and refine schema to understand and create text.
passive vo	in the active and ice and in the condice and in the condictive	make effective choices for mean- ing or style and to comprehend more fully when reading or listen- ing.	a. Apply an understanding of syn-	3	View literacy experiences as transactional, interdisciplinary and transformational.
mood to a effects (e.g	ditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). Ing. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	conforms to the guidelines in		4	Utilize receptive and expressive language arts to better understand selections of the sand the world.
		b. Vary syntax for effect in writing and speaking, consulting refer-	5	Apply strategic practices, with scaffolding and then independently to approach new literacy tasks.	
			ences for guidance as needed.	6	Collaborate with others to create new meaning.
	Ml Green (italic) = Compr	JLTIDIMENSIONALITY - L.9-10.3 ehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
		derstand how language functions in d	•	8	Engage in specialized, discipline- specific literacy practices.
a. Write and	 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 discipline and writing type. 			9	Apply high level cognitive processes to think deeply and critically about text.
				10	Develop a literacy identity that promotes lifelong learning.
					HOME

GUIDING PRINCIPLE FOR LANGUAGE

PROGRESSION



4. 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 order to be transition ready.

L.9-10.4

Interdisciplinary Literacy Practices

Recognize that text is anything that 1 communicates a message.

2	Employ, develop and refine schema
_	to understand and create text

View literacy experiences as transac-

tional, interdisciplinary and transfor-

Determine or clarify the meaning Determine or clarify the meaning of unknown and multipleof unknown and multiple-meaning meaning words and phrases words and phrases based on based on grade 8 reading and grades 9-10 reading and content, content, choosing flexibly from an choosing flexibly from an array of strategies.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies.

L.11-12.4

mational. Utilize receptive and expressive lan-4 guage arts to better understand self, others and the world.

Apply strategic practices, with

to approach new literacy tasks.

scaffolding and then independently,

Utilize digital resources to learn and

3

5

7

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.

array of strategies.

L.8.4

- 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.
- 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.
- Collaborate with others to create 6 new meaning.

- b. Use Greek and Latin affixes and roots as clues to the meaning of a word.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
- Engage in specialized, discipline-8 specific literacy practices.

share with others.

- 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.
- 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.
- Apply high level cognitive processes 9 to think deeply and critically about text.
- Develop a literacy identity that pro-10 motes lifelong learning.

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	PROGRESSION			Interdisciplinary
L.8.4	L.9-10.4	L.11-12.4		Literacy Practices
 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 	 d. Acquire and use accurately general academic and domain -specific words and phrases, sufficient for reading, writing, 	 d. Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, 	1	Recognize that text is anything that communicates a message.
vocabulary knowledge when considering a word or phrase important to comprehension	speaking, and listening in or- der to be transition ready, demonstrate independence in	speaking, and listening in order to be transition ready; demonstrate independence in gather-	2	Employ, develop and refine schema to understand and create text.
or expression.	gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	ing vocabulary knowledge when considering a word or phrase important to comprehension or	3	View literacy experiences as transational, interdisciplinary and transformational.
D.O.L.		expression.	4	Utilize receptive and expressive land guage arts to better understand seathers and the world.
MULTIDIMENSIONALITY - L.9-10.4 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			5	Apply strategic practices, with scaffolding and then independent to approach new literacy tasks.
10 reading and content, choosing	of unknown and multiple-meaning work flexibly from an array of strategies.		6	Collaborate with others to create new meaning.
 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 				
•	meaning of a word or phrase.	·	7	Utilize digital resources to learn an share with others.
b. Identify and correctly use patterc. Consult general and specialize clarify its precise meaning or in	meaning of a word or phrase. erns of word changes that indicate dig d reference materials to find the proress part of speech.	fferent meanings or parts of speech. nunciation of a word or determine or	7	•
 b. Identify and correctly use patter c. Consult general and specialize clarify its precise meaning or it d. Acquire and use accurately generating, writing, speaking and 	meaning of a word or phrase. erns of word changes that indicate dig d reference materials to find the pror	fferent meanings or parts of speech. nunciation of a word or determine or words and phrases, sufficient for eady; demonstrate independence		share with others. Engage in specialized, disciplinespecific literacy practices. Apply high level cognitive process
 b. Identify and correctly use patter. c. Consult general and specialize clarify its precise meaning or in the control of th	meaning of a word or phrase. erns of word changes that indicate digital and the profession of speech. I listening in order to be transition research.	fferent meanings or parts of speech. nunciation of a word or determine or words and phrases, sufficient for eady; demonstrate independence	8	Engage in specialized, discipline-specific literacy practices. Apply high level cognitive processe to think deeply and critically about

5. Students will demonstrate	GUIDING PRINCIPLE FOR LANGUAGE 5. Students will demonstrate understanding of word relationships and nuances in word meanings.				
L.8.5	PROGRESSION L.9-10.5	L.11-12.5	1	Recognize that text is anything that	
Demonstrate understanding of		Demonstrate understanding of fig-		communicates a message.	
figurative language, word relationships and nuances in word meanings.	_	urative language, word relationships and nuances in word meanings.	2	Employ, develop and refine schema to understand and create text.	
a. Interpret figurative langua including but not limited to	ge, a. Interpret figures of speech in	Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhe-	3	View literacy experiences as transactional, interdisciplinary and transformational.	
irony, in context.	ited to euphemism and oxy- moron, and analyze their rhe- torical function in the text.		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
b. Use the relationship betwo particular words to better understand each of the	een b. Analyze nuances in the mean- ing of words with similar de- notations.	 b. Analyze nuances in the meaning of words with similar denota- tions. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
words.		tions.	6	Collaborate with others to create new meaning.	
 c. Distinguish among the cor tations of words with simil denotations. 			7	Utilize digital resources to learn and share with others.	
Green (italic) = (MULTIDIMENSIONALITY - L.9-10.5 omprehension Purple (bold) = Analysis N	//AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.	
	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret FIGURES OF SPEECH in context, including but not limited to EUPHEMISM and OXYMORON,			Apply high level cognitive processes to think deeply and critically about text.	
· ·	and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.			Develop a literacy identity that promotes lifelong learning.	
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	Reading Standards for Literature Grade 11-12		Interdisciplinary Literacy Practices
	Key Ideas and Details		· ·
RL.11- 12.1	Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.	1	Recognize that text is anything that communicates a message.
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.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
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	4	guage arts to better understand self, others and the world.
	and on the text as a whole.		Apply strategic practices, with
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.	5	scaffolding and then independently, to approach new literacy tasks.
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.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		Utilize digital resources to learn and
RL.11- 12.7	Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.	7	share with others.
12.7	prets the source text.		Engage in specialized, discipline-
RL.11- 12.8	(Not applicable to literature)	8	specific literacy practices.
RL.11-	Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.	9	Apply high level cognitive processes to think deeply and critically about
<u>12.9</u>	riod treat similar themes of topics.		text.
	Range of Reading and Level of Text Complexity		
<u>RL.11-</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-	10	Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>	portance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.		HOME

	1. Students will read closely to d	IG PRINCIPLE FOR READING LITE letermine what the text says explicito support conclusions drawn from	tly and to make logical inferences from		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that communicates a message.
	RL.9-10.1	RL.11.12.1			communicates a message.
	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic- itly as well as inferences drawn		2	Employ, develop and refine schema to understand and create text.
ľ	drawn from the text.	from the text.		3	View literacy experiences as transactional, interdisciplinary and transfor-
	М	ULTIDIMENSIONALITY - RL.11-1	2.1	, J	mational.
	Green (italic) = Comp	prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT		Utilize receptive and expressive lan-
┚	CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as well as inferences drawn from the text.			4	guage arts to better understand self, others and the world.
	GUIDIN	G PRINCIPLE FOR READING LITE	RATURE	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		mary, paraphrase and direct quotat	alyze their development; cite specific ions to support conclusions drawn from	6	Collaborate with others to create new meaning.
		PROGRESSION			Indian distal assessment to be seen
	RL.9-10.2 Determine a theme or central	RL.11-12.2 Determine two or more themes		7	Utilize digital resources to learn and share with others.
	idea of a text and analyze in detail its development over the course of the text, includ- ing how it emerges and is	or central ideas of a text and analyze their development over the course of the text, including how they interact and build on		8	Engage in specialized, discipline- specific literacy practices.
	shaped and refined by specific details.	one another to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
		ULTIDIMENSIONALITY - RL.11-1			
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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.			10	Develop a literacy identity that promotes lifelong learning.
	course of the text, including now	r they interact and build on one ano	ther to produce a complex account.		HOME

		G PRINCIPLE FOR READING LITE d why individuals, events and ideas	RATURE develop and interact over the course of		Interdisciplinary Literacy Practices
	RL.9-10.3	PROGRESSION RL.11-12.3		1	Recognize that text is anything that communicates a message.
	Analyze how complex characters develop over the course of a text, interact with other characters and advance the	Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a		2	Employ, develop and refine schema to understand and create text.
	plot or develop themes.	story or drama.		3	View literacy experiences as transactional, interdisciplinary and transfor-
		ULTIDIMENSIONALITY - RL.11-1			mational.
J	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
		G PRINCIPLE FOR READING LITE		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	•	and phrases as they are used in a t nings, and analyze how specific wor PROGRESSION	ext, including determining technical, rd choices shape meaning or tone.	6	Collaborate with others to create new meaning.
	RL.9-10.4	RL.11-12.4			
	Determine the meaning of words and phrases as they are	Determine the meaning of words and phrases as they are		7	Utilize digital resources to learn and share with others.
	used in the text, including figurative and connotative meanings; analyze the cumu-	used in the text, including figurative and connotative meanings; analyze the cumulative		8	Engage in specialized, discipline- specific literacy practices.
	lative impact of specific word choices on meaning and tone.	impact of specific word choices on meaning and tone and on the text as a whole.		9	Apply high level cognitive processes to think deeply and critically about text.
	M	ULTIDIMENSIONALITY - RL.11-1	2.4		
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine the meaning of words and phrases as they are used in the text, including figurative and conno-			10	Develop a literacy identity that promotes lifelong learning.
	tative meanings; analyze the cuthe text as a whole.	imulative impact of specific WORD	CHOICES on meaning and TONE and on		HOME

	UIDING PRINCIPLE FOR READING L			Interdisciplinary Literacy Practices
	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.			
	PROGRESSION		1	Recognize that text is anything that
RL.9-10.5	RL.11-12.5		-	communicates a message.
Analyze how an author's choices concerning how structure a text, order expenses.	· ·		2	Employ, develop and refine schema to understand and create text.
within it and manipulate create such effects as m tery, tension or surprise			3	View literacy experiences as transactional, interdisciplinary and transformational.
	MULTIDIMENSIONALITY - RL.11 = Comprehension Purple (bold) = Analys choices concerning how to STRUCTUR	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
6. Students will analyze	GUIDING PRINCIPLE FOR READING LITERATURE 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.
	PROGRESSION			Utilize digital resources to learn and
RL.9-10.6	RL.11-12.6		7	share with others.
Analyze a particular autiperspective or cultural ence reflected in a work	peri- perspective are used to manip- ulate the reader for a specific		8	Engage in specialized, discipline- specific literacy practices.
literature by drawing or wide reading of world li	· · ·		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RL.11-12.6			Barralan a likewa wi da wii a dhad
	= Comprehension Purple (bold) = Analys IEW AND PERSPECTIVE are used to mai	MAROON (CAPS) = CONTENT ulate the reader for a specific purpose	10	Develop a literacy identity that pro- motes lifelong learning.
	ot limited to SATIRE, SARCASM, IRONY A			HOME

		IG PRINCIPLE FOR READING LITE raluate content presented in print/r	non-print forms of text found in diverse		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
	RL.9-10.7	RL.11-12.7		-	communicates a message.
	Analyze the representation of a subject or a key scene in two different artistic medi-	Analyze diverse media interpre- tations of a story, drama or po- em, evaluating how each ver-		2	Employ, develop and refine schema to understand and create text.
	ums, including what is emphassized or absent in each treatment.	sion interprets the source text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
		ULTIDIMENSIONALITY - RL.11-1 orehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.
♬	Analyze DIVERSE MEDIA INTERPRETATIONS OF A STORY, DRAMA OR POEM, evaluating how each version interprets the source text.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	IG PRINCIPLE FOR READING LITE	RATURE	6	Collaborate with others to create new meaning.
	8. Students will delineate and evalidity, reasoning, relevance an	• • •	ns and evidence in a text, assessing the	7	Utilize digital resources to learn and
		PROGRESSION			share with others.
	RL.9-10.8 (Not applicable to literature)	RL.11-12.8 (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.11-12.8				Baralana Barana da arra da ar
	Green (italic) = Comp (Not applicable to literature)	orehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	10	Develop a literacy identity that pro- motes lifelong learning.
					HOME

	G PRINCIPLE FOR READING LITE			Interdisciplinary
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.				Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RL.9-10.9	RL.11-12.9		_	communicates a message.
Analyze how an author draws on and transforms source material in a specific work.	Demonstrate knowledge of var- ious time periods to analyze how two or more texts from the same period treat similar		2	Employ, develop and refine schema to understand and create text.
	themes or topics.		_	View literacy experiences as transac-
M	ULTIDIMENSIONALITY - RL.11-1	2.9	3	tional, interdisciplinary and transfor-
	prehension Purple (bold) = Analysis			mational.
PERIOD treat similar themes or		O OR MORE TEXTS FROM THE SAME	4	Utilize receptive and expressive language arts to better understand self, others and the world.
GUIDING PRINCIPLE FOR READING LITERATURE 10. Students will read, comprehend and analyze complex literary texts independently and proficiently.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	PROGRESSION			Collaborate with others to create new meaning.
RL.9-10.10	RL.11-12.10		6	
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,		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, comprehend and analyze grade-level		8	Engage in specialized, discipline- specific literacy practices.
grade-level appropriate, complex literary texts independently and proficiently.	appropriate, complex literary texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about text.
	ULTIDIMENSIONALITY - RL.11-12			
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 read,		10	Develop a literacy identity that promotes lifelong learning.	
comprehend, and analyze GRAD ficiently.	E-LEVEL APPROPRIATE, COMPLEX L	ITERARY TEXTS independently and pro-		HOME

	Reading Standards for Informational Text - Grade 11-12		Interdisciplinary Literacy Practices
	Key Ideas and Details		
<u>RI.11-</u> <u>12.1</u>	Cite relevant and thorough 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.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.	2	Employ, develop and refine schema to understand and create text.
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.	3	View literacy experiences as transactional, interdisciplinary and transformational.
	Craft and Structure		Utilize receptive and expressive lan-
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.	4	guage arts to better understand self, others and the world.
RI.11- 12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
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.	6	Collaborate with others to create new meaning.
	Integration of Knowledge and Ideas		
RI.11- 12.7	Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.	7	Utilize digital resources to learn and share with others.
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.	8	Engage in specialized, discipline- specific literacy practices.
RI.11- 12.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.	9	Apply high level cognitive processes to think deeply and critically about text.
	Range of Reading and Level of Text Complexity		
<u>RI.11-</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 importance) to	10	Develop a literacy identity that pro- motes lifelong learning.
<u>12.10</u>	read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.		HOME

GUIDING	G PRINCIPLE FOR INFORMATION	NAL TEXT		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.9-10.1	RI.11-12.1		_	communicates a message.
Cite relevant and thorough textual evidence to support analysis of what the text says	Cite relevant and thorough tex- tual evidence to support analy- sis of what the text says explic-		2	Employ, develop and refine schema to understand and create text.
explicitly as well as inferences drawn from the text.	itly as well as inferences drawn from the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	ULTIDIMENSIONALITY - RI.11-12	2.1		Utilize receptive and expressive lan-
CITE RELEVANT AND THOROUGH	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT CITE RELEVANT AND THOROUGH TEXTUAL EVIDENCE to support analysis of what the text says explicitly as			guage arts to better understand self, others and the world.
	well as inferences drawn from the text. GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
2. Students will determine centr	ral ideas of a text and analyze their	development; cite specific textual eviport conclusions drawn from the text.	6	Collaborate with others to create new meaning.
	PROGRESSION		_	Utilize digital resources to learn and
RI.9-10.2	RI.11-12.2		7	share with others.
Determine central ideas of a text and analyze in detail their development over the course	Determine two or more central ideas of a text and analyze their development over the course		8	Engage in specialized, discipline- specific literacy practices.
of the text, including how they emerge and are shaped and refined by specific details.	of the text, including how they interact and build on one another to produce a complex account.		9	Apply high level cognitive processes to think deeply and critically about text.
M	ULTIDIMENSIONALITY - RI.11-12	2.2		Dovolon a literacy identity that are
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT			Develop a literacy identity that promotes lifelong learning.
	FRAL IDEAS OF A TEXT and analyze react and build on one another to p	their development over the course of produce a complex account.		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATIO	NAL TEXT		Interdisciplinary
	3. Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.				Literacy Practices
		PROGRESSION		_	Recognize that text is anything that
	RI.9-10.3	RI.11-12.3		1	communicates a message.
	Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in	Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over		2	Employ, develop and refine schema to understand and create text.
	which the points are made, how they are introduced and developed and the connections that are drawn between them.	the course of the text.		3	View literacy experiences as transactional, interdisciplinary and transformational.
_	Green (italic) = Com	IULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis	MAROON (CAPS) = CONTENT	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	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. GUIDING PRINCIPLE FOR INFORMATIONAL TEXT			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	4. Students will interpret words		ext, including determining technical,	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.9-10.4	RI.11-12.4		7	share with others.
	words and phrases as they are used in a text, including figurative, connotative and technical	sed in a text, including figura- text, including figurative, conno-		8	Engage in specialized, discipline- specific literacy practices.
	meanings; analyze the cumulative impact of specific word choices on meaning and tone.	analyze how an author uses and refines the meaning of a key term or terms over the course of a text.		9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.11-12.4				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,		10	motes lifelong learning.	
	and technical meanings; analyze over the course of a text.	e how an author uses and refines TI	HE MEANING OF A KEY TERM OR TERMS		HOME

	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		Interdisciplinary
	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.				Literacy Practices
	PROGRESSION			1	Recognize that text is anything that
	RI.9-10.5	RI.11-12.5			communicates a message.
	Analyze in detail how an au- thor's ideas or claims are de- veloped and refined by partic-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposi-		2	Employ, develop and refine schema to understand and create text.
	ular sentences, paragraphs or larger portions of a text.	tion or argument.		3	View literacy experiences as transactional, interdisciplinary and transformational.
	N	IULTIDIMENSIONALITY - RI.11-1	2.5		Utilize receptive and expressive lan-
	Analyze and evaluate the effect	prehension Purple (bold) = Analysis tiveness of the structure an author	MAROON (CAPS) = CONTENT uses in his or her EXPOSITION or ARGU-	4	guage arts to better understand self, others and the world.
	MENT.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	GUIDIN	G PRINCIPLE FOR INFORMATION	NAL TEXT		to approach new interacy tasks.
	6. Students will analyze how po	int of view, perspective and purpos	e shape the content and style of a text.	6	Collaborate with others to create new meaning.
		PROGRESSION			Utilize digital resources to learn and
	RI.9-10.6	RI.11-12.6		7	share with others.
	Determine an author's point of view, perspective and purpose in a text and analyze how an author uses rhetoric	rspective and pur- ext and analyze in a text in which the rhetoric is hor uses rhetoric that point of view view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing that point of view		8	Engage in specialized, discipline- specific literacy practices.
	to advance that point of view or purpose.			9	Apply high level cognitive processes to think deeply and critically about text.
	MULTIDIMENSIONALITY - RI.11-12.6 Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Determine an author's POINT OF VIEW, PERSPECTIVE and PURPOSE in a text in which the RHETORIC is par-				
			10	Develop a literacy identity that promotes lifelong learning.	
	ticularly effective, analyzing how style and content contribute to the effectiveness of the text.				HOME

GUIDIN	IG PRINCIPLE FOR INFORMATIO	NAL TEXT		Interdisciplinary	
7. Students will integrate and e media and formats.	7. Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.			Literacy Practices	
	PROGRESSION		1	Recognize that text is anything that communicates a message.	
Analyze various accounts of a subject presented in different print and non-print formats,	RI.11-12.7 Integrate and evaluate multiple sources of information presented in different print and non-		2	Employ, develop and refine schema to understand and create text.	
determining which details are emphasized in each account.	print formats in order to address a question or solve a problem.		3	View literacy experiences as transactional, interdisciplinary and transformational.	
	MULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
	Integrate and evaluate MULTIPLE SOURCES OF INFORMATION presented in different print and non-print formats in order to address a question or solve a problem.			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
		MAL TEXT ms and evidence in a text, assessing the	6	Collaborate with others to create new meaning.	
RI.9-10.8	PROGRESSION RI.11-12.8		7	Utilize digital resources to learn and share with others.	
Evaluate the argument, specific claims and evidence in a text, assessing the validity,	Evaluate the argument, specific claims and evidence in a text, assessing the validity, reason-		8	Engage in specialized, discipline- specific literacy practices.	
reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.	ing, relevance and sufficiency; analyze false statements and fallacious reasoning.		9	Apply high level cognitive processes to think deeply and critically about text.	
	MULTIDIMENSIONALITY - RI.11-1 prehension Purple (bold) = Analysis		10	Develop a literacy identity that promotes lifelong learning.	
 	ific CLAIMS and EVIDENCE in a text, false statements and FALLACIOUS I	, assessing the validity, reasoning, rele- REASONING.		HOME	

GUIDING	PRINCIPLE FOR INFORMATIONAL	TEXT		Interdisciplinary
	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.			Literacy Practices
	PROGRESSION		1	Recognize that text is anything that
RI.9-10.9	RI.11-12.9		•	communicates a message.
Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.		2	Employ, develop and refine schema to understand and create text.
·	ILTIDIMENSIONALITY - RI.11-12.9			View literacy experiences as transac-
	ehension Purple (bold) = Analysis MAF	ROON (CAPS) = CONTENT	3	tional, interdisciplinary and transformational.
Analyze DOCUMENTS OF HISTORI cal features.	Analyze DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE for their themes, purposes and rhetorical features.			Utilize receptive and expressive language arts to better understand self, others and the world.
	GUIDING PRINCIPLE FOR 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 new meaning.
RI.9-10.10	RI.11-12.10		6	
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, summarizing, synthesizing, using prior		7	Utilize digital resources to learn and share with others.
ing, using prior knowledge, determining importance) to read, comprehend and analyze grade	termining importance) to read, portance) to read, comprehend		8	Engage in specialized, discipline- specific literacy practices.
 -level appropriate, complex in- formational texts independent- ly and proficiently. 	ate, complex informational texts independently and proficiently.		9	Apply high level cognitive processes to think deeply and critically about text.
	LTIDIMENSIONALITY - RI.11-12.10			texti
By the end of the year, flexibly use	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 read, comprehend and analyze GRADE-LEVEL APPROPRIATE, COMPLEX INFORMATIONAL TEXTS independently and proficiently.			Develop a literacy identity that promotes lifelong learning.
comprehend and analyze GRADE-I				HOME

	Composition – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		
	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.
	 a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim (s) from alternate or opposing claims and create an organization that logically sequences claim(s), coun- 	2	Employ, develop and refine schema to understand and create text.
<u>C.11-</u>	terclaims, reasons and evidence. c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's	3	View literacy experiences as transactional, interdisciplinary and transformational.
<u>12.1</u>	 knowledge level, concerns, values and possible biases. 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 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 presented. 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 		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.
	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.		Collaborate with others to create new meaning.
	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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 use-	7	Utilize digital resources to learn and share with others.
<u>C.11-</u>	ful to aiding comprehension. 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.	8	Engage in specialized, discipline- specific literacy practices.
<u>12.2</u>	 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. e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.
	h. 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 – Grade 11-12		Interdisciplinary Literacy Practices
	Text Types and Purposes		Secretary described
	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 sup-	1	Recognize that text is anything that communicates a message.
	porting a claim. 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.
C.11-	 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. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to devel- 	3	View literacy experiences as transactional, interdisciplinary and transformational.
12.3	op 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.	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. 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. Production and Distribution 	6	Collaborate with others to create new meaning.
<u>C.11-</u> <u>12.4</u>	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.		Utilize digital resources to learn and share with others.
	Research to Build and Present Knowledge		Engage in specialized, discipline-
<u>C.11-</u> 12.5	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	8	specific literacy practices.
<u>C.11-</u> 12.6	multiple sources on the subject, demonstrating understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreli-	9	Apply high level cognitive processes to think deeply and critically about text.
12.0	ance on any one source and following a standard format for citation. Range of Writing		Develop a literacy identity that promotes lifelong learning.
<u>C.11-</u> <u>12.7</u>	Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.		HOME

GUID	ING PRINCIPLE FOR COMPOSITION			Interdisciplinary
1. Students will compose arguments to support claims in an analysis of substantive topics or texts, using		bstantive topics or texts, using		Literacy Practices
valid reasoning and relevant and sufficient evidence.		1	Recognize that text is anything that	
C.9-10.1	PROGRESSION C.11-12.1		_	communicates a message.
Compose arguments to support claims in an analysis of substantive topics or texts, using valid	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reason-		2	Employ, develop and refine schema to understand and create text.
reasoning and relevant and sufficient evidence.	ing and relevant and sufficient evidence.		3	View literacy experiences as transactional, interdisciplinary and transformational.
Produce clear and coherent writing in which the devel- opment, organization and	 a. Produce clear and coherent writing in which the develop- ment, organization and style 		4	Utilize receptive and expressive lan- guage arts to better understand self others and the world.
style are appropriate to task, purpose and audience.	and audience. pose and audience. b. Introduce precise, knowledgeable claim(s) from pposing ble claim(s), establish the significance of the claim(s), distin-		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organi- 			6	Collaborate with others to create new meaning.
zation that establishes clear relationships among claim (s), counterclaims, reasons	nate or opposing claims and create an organization that logically sequences claim(s), coun-		7	Utilize digital resources to learn and share with others.
and evidence.	claims fairly, supplying claims fairly and thoroughly, supplying the most relevant evidence for each while evidence for each while pointing out the strengths and limitations of both in a limitations of both in a manner that anticipates the udience's knowledge level that anticipates the audience's		8	Engage in specialized, discipline- specific literacy practices.
c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths			9	Apply high level cognitive processes to think deeply and critically about text.
and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			10	Develop a literacy identity that promotes lifelong learning.

HOME

	PROGRESSION				Interdisciplinary
	C.9-10.1	C.11-12.1			Literacy Practices
	 a. Link the major sections of the text cohesively, and clarify the relation- ships among claim(s), 	 d. Use words, phrases and clauses as well as varied syn- tax to link the major sections of the text, create cohesion, 		1	Recognize that text is anything that communicates a message.
	counter-claims, reasons and evidence.	and clarify the relationships between claim(s) and rea- sons, between reasons and		2	Employ, develop and refine schema to understand and create text.
	e. Establish and maintain a	evidence and between claim (s) and opposing claims. e. Establish and maintain a task		3	View literacy experiences as transactional, interdisciplinary and transformational.
	task appropriate writing style. f. Provide a concluding statement or section that follows from and supports the argument presented. f. Provide a concluding statement or section that follows from and supports the argument presented.		4	Utilize receptive and expressive language arts to better understand self, others and the world.	
7			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
	g. Develop and strengthen writing as needed by	pp and strengthen g as needed by ning, revising, edrewriting or trying a pproach, focusing on address- g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on address-	6	Collaborate with others to create new meaning.	
	planning, revising, ed- iting, rewriting or trying a new approach, focusing		7	Utilize digital resources to learn and share with others.	
	on addressing what is most significant for a specific purpose and au- dience.	ing what is most significant for a specific purpose and audience		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 - 11-12.1		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		iteracy Practices
	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.
	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.
	 Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim (s), counterclaims, reasons and evidence. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
_	c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence 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.		Utilize receptive and expressive language arts to better understand self, others and the world.
	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 evidence	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	e. Establish and maintain a task appropriate writing style.	6	Collaborate with others to create new meaning.
	 f. Provide a concluding statement or section that follows from and supports the argument presented. 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.
		8	Engage in specialized, discipline- specific literacy practices.
			Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
			HOME

GUIC	ING PRINCIPLE FOR COMPOSITION			Interdisciplinary
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.			Literacy Practices	
	PROGRESSION			Recognize that text is anything that
C.9-10.2	C.11-12.2		1	communicates a message.
Compose informative and/or explanatory texts to examine and convey complex ideas, concepts and information	Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately		2	Employ, develop and refine schema to understand and create text.
clearly and accurately through the effective selection, organi- zation and analysis of content.	clearly and accurately through through the effective selection, the effective selection, organi-		3	View literacy experiences as transactional, interdisciplinary and transformational.
the development and or-			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.
b. Introduce a topic; organize complex ideas, concepts and information to make	b. Introduce a topic; organize complex ideas, concepts and information so that each new		6	Collaborate with others to create new meaning.
important connections and distinctions; include for- matting, graphics and mul- timedia when useful to	element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when		7	Utilize digital resources to learn and share with others.
aiding comprehension.	useful to aiding comprehension.		8	Engage in specialized, discipline- specific literacy practices.
c. Develop the topic with well -chosen, relevant and sufficient facts, extended definitions, concrete details,	c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details,		9	Apply high level cognitive processes to think deeply and critically about text.
quotations or other infor- mation and examples ap- propriate to the audience's	quotations or other infor- mation and examples ap- propriate to the audience's ate to the audience's		10	Develop a literacy identity that promotes lifelong learning.
knowledge of the topic. knowledge of the topic.			HOME	

		PROGRESSION		Interdisciplinary
	C.9-10.2	C.11-12.2		
	 d. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the re- lationships among complex 	d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex	1	Recognize that text is anything that communicates a message.
	ideas and concepts. e. Use precise language and	ideas and concepts. e. Use precise language, domain-	2	Employ, develop and refine schema to understand and create text.
	domain-specific vocabulary to manage the complexity of the topic.	specific vocabulary and tech- niques such as metaphor, sim- ile and analogy to manage the	3	View literacy experiences as transactional, interdisciplinary and transformational.
	f. Establish and maintain a formal style and objective	f. Establish and maintain a formal style and objective tone	4	Utilize receptive and expressive language arts to better understand self, others and the world.
7	tone while attending to the norms and conventions of the discipline in which they are writing.	while 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.
	g. Provide a concluding state-	g. Provide a concluding state-	6	Collaborate with others to create new meaning.
	ment or section that follows from and supports the infor- mation or explanation pre- sented.	ment or section that follows from and supports the infor- mation or explanation pre- sented.	7	Utilize digital resources to learn and share with others.
	h. Develop and strengthen	h. Develop and strengthen	8	Engage in specialized, discipline- specific literacy practices.
	writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on ad- dressing what is most sig-	revising, editing, rewriting or a new ap- on ad- most sig- cific pur- revising, editing, rewriting or a rew approach, focus- ing 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.
	nificant for a specific purpose and audience.		10	Develop a literacy identity that promotes lifelong learning.
				HOME

	MULTIDIMENSIONALITY - 11-12.12		Interdisciplinary
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT		Literacy Practices
	Compose INFORMATIVE/EXPLANATORY TEXTS to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and of content.	1	Recognize that text is anything that
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.		communicates a message.
	 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 	2	Employ, develop and refine schema to understand and create text.
	 when useful to aiding comprehension. 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 		View literacy experiences as transactional, interdisciplinary and transformational.
7	 knowledge of the topic. 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. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the topic. 	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.
	f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	6	Collaborate with others to create new meaning.
	g. Provide a concluding statement or section that follows from and supports the information or explanation presented.	7	Utilize digital resources to learn and share with others.
	h. 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.	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

•	GUIDING PRINCIPLE FOR COMPOSITION 3. Students will compose narratives to develop real or imagined experiences or events using effective tech-			Interdisciplinary Literacy Practices
	nique, well-chosen details and w	ell-structured event sequences. PROGRESSION	1	Recognize that text is anything that communicates a message.
	C.9-10.3 Use narratives strategically in	C.11-12.3 Use narratives strategically in	2	Employ, develop and refine schema
	other modes of writing, utiliz- ing effective technique, well- chosen details and well-	other modes of writing, utilizing effective technique, well-chosen details and well-structured se-		to understand and create text. View literacy experiences as transac-
	structured sequences for an intended purpose including	quences for an intended pur- pose, including but not limited to	3	tional, interdisciplinary and transfor- mational.
	but not limited to introducing an idea and/or supporting a claim.	introducing an issue and/or supporting a claim.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 a. Produce clear and coherent ent writing in which the development, 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 one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth process. 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 out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.	
/		6	Collaborate with others to create new meaning.	
		er by setting out a problem, situation or observation and its significance, establishing	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.	
	ters; create a smooth progression of experiences or events. c. Use narrative techniques,	experiences or events. c. Use narrative techniques,	9	Apply high level cognitive processes to think deeply and critically about text.
	such as dialogue, pacing, description, reflection and multiple plot lines, to devel- velop experiences, events such as dialogue, pacing, description, reflection and multiple plot lines, to devel- op experiences, events and/	10	Develop a literacy identity that promotes lifelong learning.	
	and/or characters.	or characters.		HOME

	PROGRESSION		Interdisciplinary
C.9-10.3	C.11-12.3		iteracy Practices
d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build	1	Recognize that text is anything that communicates a message.
	toward a particular tone and outcome.	2	Employ, develop and refine schema to understand and create text.
e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experi-	e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experienc-	3	View literacy experiences as transactional, interdisciplinary and transformational.
ences, events, setting and/or characters.	es, 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 explicitly connects the narrative's relevance to the intended purpose of the	 f. Provide a conclusion that explicitly 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.
writing. g. Develop and strengthen	g. Develop and strengthen	6	Collaborate with others to create new meaning.
writing as needed by plan- ning, revising, editing, re- writing or trying a new ap- proach, focusing on address-	writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is	7	Utilize digital resources to learn and share with others.
ing what is most significant for a specific purpose and audience.	most significant for a specific purpose and audience.	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.11-12.3		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, including but not limited to introducing an issue and/or supporting a claim.	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 and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	3	View literacy experiences as transactional, interdisciplinary and transformational.
 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 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.
 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. 	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
 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 	6	Collaborate with others to create new meaning.
approach, focusing on addressing what is most significant for a specific purpose and audience.	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

	GUIDIN	IG PRINCIPLE FOR COMPOSITION			Interdisciplinary
	4. Students will use digital resources to create and publish products as well as to interact and collaborate with others.			Literacy Practices	
		PROGRESSION			Recognize that text is anything that
	C.9-10.4	C.11-12.4		1	communicates a message.
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 infor-			2	Employ, develop and refine schema to understand and create text.	
	mation flexibly and dynamically. Use a variety of formats to cite sources.	mation flexibly and dynamically. Use a variety of formats to cite sources.			View literacy experiences as transactional, interdisciplinary and transformational.
	MUL	TIDIMENSIONALITY - C.11-12.4			Utilize receptive and expressive lan-
	Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT 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.			4	guage arts to better understand self, others and the world.
	Use a variety of formats to cite sources.			5	Apply strategic practices, with scaffolding and then independently,
	GUIDING PRINCIPLE FOR COMPOSITION				to approach new literacy tasks.
	5. Students will conduct short as we demonstrating understanding of the	ell as more sustained research projects ba e subject under investigation.	ased on focused questions,	6	Collaborate with others to create new meaning.
		PROGRESSION			
	C.9-10.5 Conduct short as well as more	C.11.12.5 Conduct short as well as more sustained		7	Utilize digital resources to learn and share with others.
/	sustained research projects to answer a question (including a self -generated question) or solve a problem; narrow or broaden the	research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize		8	Engage in specialized, discipline- specific literacy practices.
	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	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.
	MULTIDIMENSIONALITY - C.11-12.5				Baralana Barana da di di di
	Conduct short as well as more sust		uestion (including a self-	10	Develop a literacy identity that pro- motes lifelong learning.
	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 multiple sources on the subject, demonstrating understanding of the subject under investigation.				HOME

GUIDI	NG PRINCIPLE FOR COMPOSITION			Interdisciplinary
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 research while avoiding plagiarism.				Literacy Practices
5 T T T T T T T T T T T T T T T T T T T	PROGRESSION		1	Recognize that text is anything that
C.9-10.6	C.11-12.6			communicates a message.
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and		2	Employ, develop and refine schema to understand and create text.
usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of	limitations of each source in terms of the task, purpose and audience; inte-		3	View literacy experiences as transactional, interdisciplinary and transformational.
ideas, avoiding plagiarism and following a standard format for citation.	avoiding plagiarism and overreliance on any one source and following a standard format for citation.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; inte-			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
grate 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.		6	Collaborate with others to create new meaning.	
	NG PRINCIPLE FOR COMPOSITION over extended and shorter time frames to	for a variety of tasks, purposes	7	Utilize digital resources to learn and share with others.
and addiences.				Engage in specialized, discipline-
60407	PROGRESSION		8	specific literacy practices.
tended time frames and frames for a of to variety of tasks, purposes	mpose routinely over extended time mes and shorter time frames for a range ask, purposes and audiences.		9	Apply high level cognitive processes to think deeply and critically about text.
and audiences.				Develop a literacy identity that pro-
MULTIDIMENSIONALITY - C.11-12.7 Croon (italia) = Comprehension - Rusple (hold) = Applysis - MARCON (CARS) = CONTENT			10	motes lifelong learning.
Green (italic) = Comprehension Purple (bold) = Analysis MAROON (CAPS) = CONTENT Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.				HOME

	Language – Grades 11-12		Interdisciplinary Literacy Practices
	Conventions of Standard English	4	Recognize that text is anything that
	In both written and oral expression:	1	communicates a message.
<u>L.11-</u> <u>12.1</u>	a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.b. Resolve issues of complex or contested usage, consulting references as needed.	2	Employ, develop and refine schema to understand and create text.
<u>L.11-</u> <u>12.2</u>	a Demonstrate command of the conventions of standard English capitalization, nunctuation and		View literacy experiences as transactional, interdisciplinary and transformational.
	Knowledge of Language	4	Utilize receptive and expressive lan- guage arts to better understand self,
			others and the world.
<u>L.11-</u> <u>12.3</u>			Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	Vocabulary Acquisition and Use		Collaborate with others to create
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies	6	new meaning.
	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.11-</u>	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.		
<u>12.4</u>	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.	8	Engage in specialized, discipline- specific literacy practices.
	d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9	Apply high level cognitive processes to think deeply and critically about text.
<u>L.11-</u>	Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.		Develop a literacy identity that promotes lifelong learning.
12.5			HOME

GUI	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
1. Students will demonstrate com writing and speaking.	1. Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.			Literacy Practices
	PROGRESSION			Recognize that text is anything that
L.9-10.1	L.11-12.1		1	communicates a message.
In both written and oral expression: a. Demonstrate appropriate	In both written and oral expression: a. Demonstrate the under-		2	Employ, develop and refine schema to understand and create text.
use of parallel structure. b. Demonstrate appropriate	standing that usage is a matter of convention, can change over time, and may		3	View literacy experiences as transactional, interdisciplinary and transformational.
use of various types of phrases (noun, verb, adjectival, adverbial, participial,	be contested.b. Resolve issues of complex or contested usage, consulting		4	Utilize receptive and expressive language arts to better understand self, others and the world.
prepositional, absolute) and clauses (independent, dependent, noun, relative, ad-	references as needed.		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
verbial) to convey specific meanings and add variety and interest to writing or			6	Collaborate with others to create new meaning.
	JLTIDIMENSIONALITY - L.11-12.1 Tehension Purple (bold) = Analysis M	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
In both written and oral expressi		· ,	8	Engage in specialized, discipline- specific literacy practices.
be contested.	ng that usage is a matter of conventi		9	Apply high level cognitive processes to think deeply and critically about text.
			10	Develop a literacy identity that promotes lifelong learning.
	3/8			HOME

	GUII	DING PRINCIPLE FOR LANGUAGE			Interdisciplinary
	2. Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				Literacy Practices
		PROGRESSION			Recognize that text is anything that
	L.9-10.2	L.11-12.2		1	communicates a message.
	When writing: a. Demonstrate appropriate	When writing: a. Demonstrate command of		2	Employ, develop and refine schema to understand and create text.
	use of a semicolon with and without a conjunctive adverb to link two or more	the conventions of standard English capitalization, punc- tuation, and spelling.		3	View literacy experiences as transactional, interdisciplinary and transformational.
/	closely related independent clauses.			4	Utilize receptive and expressive language arts to better understand self, others and the world.
	b. Demonstrate appropriate use of a colon to introduce a list or quotation.			5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	c. Demonstrate appropriate use of strategies and re-			6	Collaborate with others to create new meaning.
	sources (print and electron- ic) to identify and correct spelling errors.			7	Utilize digital resources to learn and share with others.
	MU	LTIDIMENSIONALITY - L.11-12.2 ehension Purple (bold) = Analysis M	APOON (CARS) - CONTENT	8	Engage in specialized, discipline- specific literacy practices.
7	When writing:			9	Apply high level cognitive processes to think deeply and critically about text.
	a. Demonstrate command of the TION AND SPELLING.	nand of the CONVENTIONS OF STANDARD ENGLISH CAPITALIZATION, PUNCTUA-	10	Develop a literacy identity that promotes lifelong learning.	
		3/9			HOME

	GUIDING PRINCIPLE FOR LANGUAGE 3. Students will apply knowledge of language to understand how language functions in different contexts,				Interdisciplinary Literacy Practices
	to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			1	Recognize that text is anything that
	L.9-10.3	PROGRESSION L.11-12.3			communicates a message.
	Apply knowledge of language to understand how language functions in different contexts, to	Apply knowledge of language to understand how language functions in different contexts, to		2	Employ, develop and refine schema to understand and create text.
	make effective choices for meaning or style and to com- prehend more fully when read-	make effective choices for meaning or style and to compre- hend more fully when reading		3	View literacy experiences as transactional, interdisciplinary and transformational.
	ing or listening.	or listening.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
ľ	 a. Write and edit work so that it conforms to the guide- lines in a style manual ap- propriate for the discipline 	 a. Apply an understanding of syntax to the study of com- plex texts when reading. 		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and writing type.	 b. Vary syntax for effect in writing and speaking, con- 		6	Collaborate with others to create new meaning.
		sulting references for guid- ance as needed.		7	Utilize digital resources to learn and share with others.
		LTIDIMENSIONALITY - L.11-12.3 Chension Purple (bold) = Analysis M.	AROON (CAPS) = CONTENT	8	Engage in specialized, discipline- specific literacy practices.
	Apply knowledge of language to un	derstand how language functions in di	ifferent contexts, to make effective	9	Apply high level cognitive processes to think deeply and critically about text.
	 a. Apply an understanding of syntax to the study of complex texts when reading. b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed. 			10	Develop a literacy identity that promotes lifelong learning.
		380			HOME

GUIDING PRINCIPLE FOR LANGUAGE 4. 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				Interdisciplinary Literacy Practices
academic and domain-specific wo order to be transition ready.	rds and phrases sufficient for readin	g, writing, speaking and listening in	1	Recognize that text is anything that
	PROGRESSION		_	communicates a message.
L.9-10.4	L.11-12.4			
Determine or clarify the mean-	Determine or clarify the mean-		2	Employ, develop and refine schema to understand and create text.
ing of unknown and multiple-	ing of unknown and multiple-			to understand and create text.
meaning words and phrases	meaning words and phrases			View literacy experiences as transac-
based on grades 9-10 reading	based on grades 11-12 reading		3	tional, interdisciplinary and transfor-
and content, choosing flexibly	and content, choosing flexibly			mational.
from an array of strategies. a. Use context (e.g., the over-	from an array of strategies. a. Use context (e.g., the overall		4	Utilize receptive and expressive language arts to better understand self, others and the world.
all meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the	meaning of a sentence, par- agraph, or text; a word's position or function in a sen- tence) as a clue to the		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
meaning of a word or phrase.	meaning of a word or phrase.		6	Collaborate with others to create new meaning.
b. Identify and correctly use patterns of word changes	b. Identify and correctly use patterns of word changes		7	Utilize digital resources to learn and share with others.
that indicate different meanings or parts of speech.	that indicate different meanings or parts of speech.		8	Engage in specialized, discipline- specific literacy practices.
c. Consult general and special- ized reference materials to find the pronunciation of a	c. Consult general and special- ized reference materials to find the pronunciation of a word or determine or clarify		9	Apply high level cognitive processes to think deeply and critically about text.
word or determine or clarify its precise meaning or its part of speech.	its precise meaning or its part of speech.		10	Develop a literacy identity that promotes lifelong learning.
· ·				HOME

	PROGRESSION			Interdisciplinary
L.9-10.4	L.11-12.4			
 d. Acquire and use accurately general academic and do- main-specific words and 	 d. Acquire and use accurately general academic and do- main-specific words and 		1	Literacy Practices Recognize that text is anything that
phrases, sufficient for read-	phrases, sufficient for read-			communicates a message.
ing, writing, speaking, and listening at the college and career readiness level;	ing, writing, speaking, and listening at the college and career readiness level;		2	Employ, develop and refine schema to understand and create text.
demonstrate independence in gathering vocabulary knowledge when consider-	demonstrate independence in gathering vocabulary knowledge when consider-		3	View literacy experiences as transactional, interdisciplinary and transformational.
ing a word or phrase im- portant to comprehension or expression.	ing a word or phrase im- portant to comprehension or expression.		4	Utilize receptive and expressive language arts to better understand self, others and the world.
MIL	LTIDIMENSIONALITY - L.11-12.4		5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
Green (italic) = Compre	ehension Purple (bold) = Analysis M		6	Collaborate with others to create new meaning.
-12 reading and content, choosing	flexibly from an array of strategies meaning of a sentence, paragraph, o		7	Utilize digital resources to learn and share with others.
	erns of word changes that indicate d	ifferent meanings or parts of speech.	8	Engage in specialized, discipline- specific literacy practices.
clarify its precise meaning or it		nunciation of a word or determine or c words and phrases, sufficient for	9	Apply high level cognitive processes to think deeply and critically about text.
reading, writing, speaking, an	d listening at the college and career	r readiness level; demonstrate inde- a word or phrase important to com-	10	Develop a literacy identity that promotes lifelong learning.
				HOME

5. Students will den		NG PRINCIPLE FOR LANGUAGE standing of word relationships and	nuances in word meanings.		Interdisciplinary Literacy Practices
		PROGRESSION		1	Recognize that text is anything that
L.9-10.		L.11-12.5		*	communicates a message.
Demonstrate under figurative language, tionships and nuand	word rela- fi ces in word ti	Demonstrate understanding of, igurative language, word relationships and nuances in word		2	Employ, develop and refine schema to understand and create text.
meanings. a. Interpret figure	s of speech a	neanings. Interpret figures of speech		3	View literacy experiences as transactional, interdisciplinary and transformational.
in context, including limited to euph oxymoron, and their rhetorical	emism and analyze	in context, including but not limited to hyperbole and paradox, and analyze their rhetorical function in the text. b. Analyze nuances in the	limited to hyperbole and paradox, and analyze their rhetorical function in the	4	Utilize receptive and expressive language arts to better understand self, others and the world.
the text. b. Analyze nuance				5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
meaning of wor lar denotations		meaning of words with similar denotations.		6	Collaborate with others to create new meaning.
Green		IDIMENSIONALITY - L.11-12.5 ension Purple (bold) = Analysis Ma	AROON (CAPS) = CONTENT	7	Utilize digital resources to learn and share with others.
Demonstrate unde	rstanding of, figu	ırative language, word relationsh	ips and nuances in word meanings.	8	Engage in specialized, discipline- specific literacy practices.
analyze their rh	etorical function	•	d to HYPERBOLE and PARADOX, and	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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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
 Intentionally choose print and non-print interdiscipli- nary texts to demonstrate the variety of ways in which authors can communicate meaning. 	 Recognize the author's perspective and intended meaning in creating the message in both print and non-print text. Recognize that messages are conveyed with different purposes and through varying forms, whether the text is visual, auditory or digital.



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

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		
 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. Use engaging, interdisciplinary texts that prompt student action or inquiry. 	 Blend the information provided by multiple texts with schema to provide understanding. Use the literary experience to either change or inform an opinion or to take action. 		



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
 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. Offer varied but related messages from written, auditory and/or graphic texts to examine how receptive and expressive texts are interrelated. 	 Create a product (using one of the expressive arts) that reflects a deep and critical understanding of content (using the receptive arts). Engage actively in their listening, reading and viewing experiences.

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



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		
 Provide multiple opportunities for collaboration on a variety of texts. Use collaborative exercises to prompt students' consideration of diverse experiences and perspectives. 	 Listen actively and respectfully to one another to refine understanding and broaden perspectives. Contribute ideas actively and respectfully in order to refine understanding and broaden perspectives. 		

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		
 Instruct students on the ethical use of technology and credibility of digital sources. Provide students with multiple opportunities to learn, communicate and create using various digital resources. 	 Demonstrate ethical use of technology in learning, communicating and creating. Critique digital sources to determine their accuracy and usefulness. 		



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		
 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. 	 Employ discipline-specific approaches to interpret authentic texts. Create text according to conventions, processes, information and forms that are valued by the discipline. 		

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



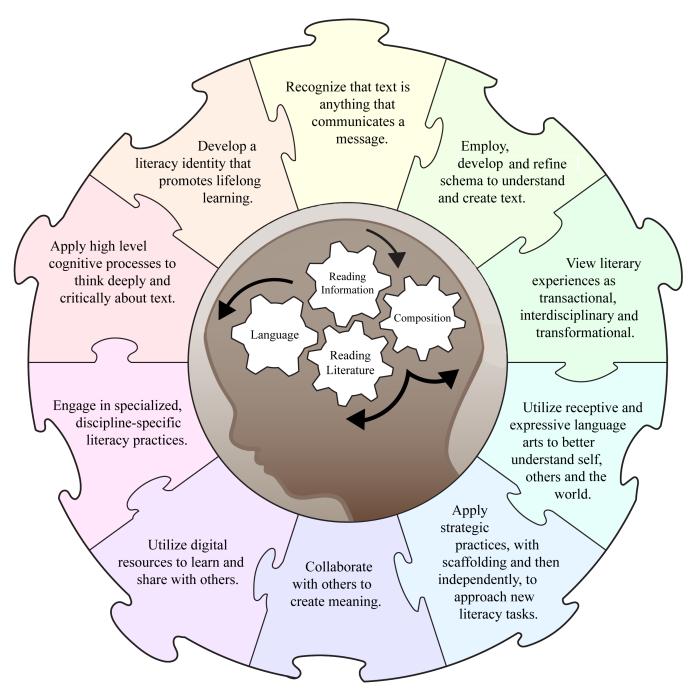
10. Develop a literacy identity that promotes lifelong learning.

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



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
	Principle 2 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 promotes 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
	Principle 3 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	
	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	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		
RL.5.5	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including	6	new meaning.		
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		

Reading Standards for Literature

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.		HOME

Reading	Standards	for	Literature
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Range of	Reading an	d Level of	Text Com	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.
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

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		incracy i factices
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 pro- motes 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 language 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	
	Guiding Principle 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.		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, connecta-	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 Craft and Structure		Interdisciplinary	
			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	
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	
		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 lan-
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	guage arts to better understand self, others and the world.
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	Apply strategic practices, with 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- 10.7	Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.		text.
10.7 RI.11-	Integrate and evaluate multiple sources of information presented in different print and non-print for-	10	Develop a literacy identity that pro- motes 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
	Principle 8 Students will delineate and evaluate the argument, specific claims and evidence in a text, g the validity, reasoning, relevance and sufficiency.		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 Integration of Knowledge and Ideas		Interdisciplinary	
		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 transactional, interdisciplinary and transformational.
RI.2.9	Describe the relationship between information from two or more texts on the same theme or topic.	3	
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		Recognize that text is anything that
	inciple 10 Students will read, comprehend and analyze complex informational texts independently	1	communicates a message.
and profici	and proficiently.		Employ, develop and refine schema
DI K 40	With prompting and support, flexibly use a variety of comprehension strategies (i.e., questioning,	2	to understand and create text.
RI.K.10	monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) 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) to make sense of grade-level appropriate, complex informational texts.	4	Utilize receptive and expressive language arts to better understand self, others and the world.
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	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	and proficiently.	6	Collaborate with others to create new meaning.
RI.3.10	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.	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, moni-	8	Engage in specialized, discipline- specific literacy practices.
RI.4.10	toring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) 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 text.
RI.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 informational texts	10	Develop a literacy identity that promotes lifelong learning.
	independently and proficiently.		HOME

	neading standards for informational fext		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		2	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.
	independently and proficiently.	7	Utilize digital resources to learn and share with others.
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		Interdisciplinary Literacy Practices	
based upor	based upon readiness and handwriting curriculum utilized.)		Recognize that text is anything that communicates a message.
	Print all upper and lowercase letters and numerals.	2	Employ, develop and refine schema to understand and create text.
HW.K.1		3	View literacy experiences as transactional, interdisciplinary and transformational.
		4	Utilize receptive and expressive language arts to better understand self, others and the world.
	Legibly print all upper- and lowercase letters and numerals with correct form.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
HW.1.1		6	Collaborate with others to create new meaning.
		7	Utilize digital resources to learn and share with others.
HW.2.1	Introduce formation of all upper- and lowercase cursive letters.	8	Engage in specialized, discipline- specific literacy practices.
		9	Apply high level cognitive processes to think deeply and critically about text.
HW.3.1	Legibly form cursive letters, words and sentences with accepted norms.	10	Develop a literacy identity that promotes lifelong learning.
		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 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.	
	 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
С.К.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	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.	
	 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. 	8	Engage in specialized, discipline- specific literacy practices.	
C.1.1	b. Introduce the topic.c. Provide reasons with details to support the opinion.	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	
	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 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 every writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	 With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. 	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 every 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	
	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 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 every 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	
	d. Use grade-appropriate transitions.e. Provide a concluding section.	5	scaffolding and then independently,	
	e. Provide a concluding section.f. With guidance and support from peers and adults, develop and strengthen writing as needed by		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-	
	 a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. 	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 to planning, revising, editing, rewriting or trying a new approach.		HOME	

Composition			Interdisciplinary	
	Text Types and Purposes	l	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.	
	 ate to task, purpose and audience. b. Introduce claim(s), and organize the reasons and evidence clearly. 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.6.1	 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. d. Use words, phrases and clauses to clarify the relationships among claim(s) and reasons. 	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from the argument presented.g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, re-	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.	
	 b. Introduce claim(s), acknowledge opposing claims and counter/refute them and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and 	8	Engage in specialized, discipline- specific literacy practices.	
C.7.1	demonstrating an understanding of the topic or text.d. Use transitions to create cohesion and clarify the relationships among claims.e. Establish and maintain a task appropriate writing style.	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 promotes 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.
	 b. Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. e. Establish and maintain a task appropriate writing style. 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 ad 	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	
_	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 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.	
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish	3	View literacy experiences as transactional, interdisciplinary and transaction	
	the claim(s) from alternate or opposing claims and create an organization that logically sequences clai(s), counterclaims, reasons and evidence.c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence	4	formational. Utilize receptive and expressive language arts to better understand	
C.11- 12.1	 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. 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 	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.
	(NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)	3	View literacy experiences as trans- actional, interdisciplinary and trans- formational.
C.K.2	 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 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 idea. g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. 	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	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.
	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 establish a topic and provide information about the topic.	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 every writing experience must utilize those digital resources.) a. With guidance and support from adults, strengthen writing through peer collaboration and adding	3	View literacy experiences as transactional, interdisciplinary and transformational.	
C.2.2	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.	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.	
	 every writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	8	Engage in specialized, discipline- specific literacy practices.	
C.3.2	 b. Introduce a topic, and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions and details. d. Use grade-appropriate conjunctions to develop text structure within sentences. 	9	Apply high level cognitive processes to think deeply and critically about text.	
	e. Use grade-appropriate transitions to develop text structure across paragraphs.f. Provide a concluding section.	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
	Principle 2 Students will compose informative and explanatory texts to examine and convey comass 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, using writing and digital resources, to examine a topic and convey ideas and information clearly.	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 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.4.2	 b. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to 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. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. 	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 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.
	 d. Use grade-appropriate conjunctions to develop text structure within sentences. e. Use grade-appropriate transitions to develop text structure across paragraphs. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Provide a concluding section. 	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.
	 ate to task, purpose, and audience. 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.6.2	 c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. 	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. g. Provide a concluding statement or section that follows from the information or explanation presented. 	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.
	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.
	 ate to task, purpose and audience. 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. 	8	Engage in specialized, discipline- specific literacy practices.
C.7.2	 c. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 e. Use precise language and domain-specific vocabulary to inform about or explain the topic. 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.
	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			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.
	a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.b. Introduce a topic clearly; organize ideas, concepts and information into broader categories; include	3	View literacy experiences as transactional, interdisciplinary and transformational.
	 formatting, graphics and multimedia when useful to aiding comprehension. c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples. d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	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.
	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.
	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-	 tent. a. Produce writing in which the development and organization are appropriate to task and purpose. b. Introduce a topic; organize complex ideas, concepts and information to make important connections 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 	9	Apply high level cognitive processes to think deeply and critically about text.
10.2		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 Literacy Practices
	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.
	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. a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions are approximated to the content of the content o	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	tions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. 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.	8	Engage in specialized, discipline- specific literacy practices.
	 e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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. 	10	Develop a literacy identity that promotes lifelong learning.
			HOME

Composition			Interdisciplinary	
	Text Types and Purposes		Literacy Practices	
	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.		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 every writing experience must utilize those digital resources.)	3	View literacy experiences as transactional, interdisciplinary and transformational.	
С.К.З	a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.b. Recount a single event.	4	Utilize receptive and expressive lan- guage arts to better understand self, others and the world.	
	c. Include details which describe actions, thoughts, emotions.d. Create a sense of closure.	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.	
	 (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, produce writing in which the development and organiza- 	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.	
	d. Use temporal words and phrases to signal event order.e. Create a sense of closure.	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 every 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.
	 <u>every</u> writing experience must utilize those digital resources.) a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. 	8	Engage in specialized, discipline- specific literacy practices.
C.3.3	b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, nonlinear and/or circular structure.c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	9	Apply high level cognitive processes to think deeply and critically about text.
	d. Use temporal words and phrases to signal event order.a. Create a sense of closure that follows the narrated experiences or events.	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		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.
C.6.3	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.
		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 appropriate to task, purpose and audience. 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. 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.	7	Utilize digital resources to learn and share with others.
		8	Engage in specialized, discipline- specific literacy practices.
C.7.3		9	Apply high level cognitive processes to think deeply and critically about text.
	 e. Use precise words, relevant descriptive details and sensory language to capture the action and convey experiences and events. f. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	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	1	Literacy Practices
	rinciple 3 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 task, purpose and audience.	2	Employ, develop and refine schema to understand and create text.
	 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
C.8.3	d. Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	 another and show the relationships among experiences and events. e. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and 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 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.
	priate to task, purpose and audience. b. 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.	8	Engage in specialized, discipline- specific literacy practices.
C.9-10.3	 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 co-barent whole. 	9	Apply high level cognitive processes to think deeply and critically about text.
	 herent whole. 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 	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, 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.
- 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
	Principle 4 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. Use digital resources to create, publish and update individual or shared products, taking advantage of	10	Develop a literacy identity that pro- motes lifelong learning.
C.11- 12.4	technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.		HOME

	Composition		Interdisciplinary
	Production and Distribution of		Literacy Practices
	Principle 4 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.	10	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.		HOME

	Composition		Interdisciplinary
	Range of Writing		Literacy Practices
	Principle 7 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. Apply high level cognitive processes
C.9-10.7	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes	9	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
	g Principle 1 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	 a. common nouns and verbs. b. regular plural nouns orally by adding /s/ or /es/. c. interrogative sentences using who, what, where, when, why and how. 		
	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.	5	Apply scaffo to app
L.1.1	c. personal, possessive and indefinite pronouns in a sentence.d. verbs to convey a sense of past, present and future in a sentence.e. frequently occurring adjectives in a sentence.	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	c. reflexive pronouns.d. past tense of frequently occurring irregular verbs.e. adjectives and adverbs in sentence formation.	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	
	Principle 1 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.	0	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	
	24.1.8.4.86		Literacy Practices	
	Conventions of Standard English		Recognize that text is anything that	
	Principle 1 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.	
	 a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs 	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.	
	 d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're. When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. 	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.	
		9	Apply high level cognitive processes to think deeply and critically about text.	
L.5.1		10	Develop a literacy identity that promotes lifelong learning.	
	d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.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 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.
	a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.b. Form and use regular and irregular plural nouns.c. Use abstract nouns.	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.3.1	 d. Form and use regular and irregular verbs. e. Use verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them de- 	4	Utilize receptive and expressive language arts to better understand self, others and the world.
	pending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound and complex sentences.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
	 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. a. Use relative pronouns and relative adverbs. b. Use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions, such as can, may and must. d. Order adjectives within sentences according to conventional patterns. e. Use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Use frequently confused words, such as to, too, two; there, their, they're. 	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	 a. Explain the function of conjunctions, prepositions and interjections in a grade-level text. b. Use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states and conditions. d. Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense. e. Use correlative conjunctions. 	10	Develop a literacy identity that promotes lifelong learning.
			HOME

	Language		Interdisciplinary	
			Literacy Practices	
	Conventions of Standard English Principle 1 Students will demonstrate command of the conventions of standard English grammar and appropriate and specified.	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	 a. Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Recognize variations from standard English, and implement strategies to improve expression in 	3	View literacy experiences as transactional, interdisciplinary and transformational.	
	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	 a. Create sentences using correctly placed clauses and phrases. b. Demonstrate appropriate use of simple, compound, complex and compound-complex sentences to signal differing relationships among ideas. 	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
	Principle 2 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	 When writing: a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds. d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	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	 b. Demonstrate appropriate use of end punctuation. c. With prompting and support, produce and write commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring 	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	 a. Capitalize proper nouns, including but not limited to holidays, product names and geographic names. b. Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). 	6	to approach new literacy tasks. Collaborate with others to create new meaning.
	c. Use apostrophe to form contractions and possessives.d. Generalize spelling patterns.e. Use reference materials to self-check and correct spelling.	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	 c. Use commas and quotation marks in dialogue. d. Use possessives. e. Use conventional spelling for high-frequency words where suffixes are added to base words. f. Use spelling patterns and generalizations in writing words. g. Consult reference materials as needed to check and correct spellings. 	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
	Principle 2 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	 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. d. Use underlining, quotation marks or italics to indicate titles of works. e. Use strategies and resources (print and electronic) to identify and correct spelling errors. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.2	 When writing: a. Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 	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	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 correct spelling errors.	6	Collaborate with others to create new meaning.
L.8.2	 When writing: a. Demonstrate appropriate use of punctuation to indicate a pause or break. b. Demonstrate appropriate use of an ellipsis to indicate an omission. 	7	Utilize digital resources to learn and share with others.
	 c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors. When writing: 	8	Engage in specialized, discipline- specific literacy practices.
L.9- 10.2	 a. Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses. b. Demonstrate appropriate use of a colon to introduce a list or quotation. c. Demonstrate appropriate use of strategies and resources (print and electronic) to identify and 	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
_	Principle 3 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. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.	7	Utilize digital resources to learn and share with others.
L.4.3		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	 Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Expand, combine and reduce sentences for meaning, reader/listener interest and style. b. Compare and contrast the varieties of English (e.g., dialects, registers, slang) used in stories, dramas or poems. 	10	Develop a literacy identity that pro- motes lifelong learning.
			HOME

Language			Interdisciplinary
	Knowledge of Language		Literacy Practices
ent cont	Principle 3 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	a. Vary sentence patterns for meaning, reader/listener interest and style.b. Maintain consistency in style and tone.	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,	Guiding Principle 4 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	 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 prefix 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 knowledge of the meaning of individual words to predict the meaning of compound words. 	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 Vocabulary Acquisition and Use		Interdisciplinary Literacy Practices	
phrases, eral acad	Guiding Principle 4 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on		Employ, develop and refine schema to understand and create text.
L.3.4	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-specific words and phrases, including those that signal spatial and temporal relationships. 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. 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.	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.
L.4.4		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.
L.5.4	 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. 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. 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. 	9	Apply high level cognitive processes to think deeply and critically about text.
		10	Develop a literacy identity that promotes lifelong learning.
		HOME	

Language		Interdisciplinary	
	Vocabulary Acquisition and Use		Literacy Practices
Guiding Principle 4 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-		1	Recognize that text is anything that communicates a message.
	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. 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. 	3	View literacy experiences as transactional, interdisciplinary and transformational.
L.6.4		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.	5	others and the world. Apply strategic practices, with scaffolding and then independently,
	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.	3	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 to think deeply and critically about text.
L.8.4	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	
	b. Use Greek and Latin affixes and roots as clues to the meaning of a word.	10	Davidon a litera no i desetto the torre
	c. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases		Develop a literacy identity that pro- motes 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

Figure 2 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 order to be transition ready. 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. a. Use context (e.g., the overall meaning of a word or phrase.) b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify the meaning of its part of speech. d. Acquire and use accurately general academic and domain-specific words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the meaning of its part of speech. d. Logical transplace in 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify the meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of the pronunciation of a word or determine or clarify the meaning or its part of speech. d. Acquire and use accurately general academic an	Language		Interdisciplinary	
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 order to be transition ready. 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. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. Determine or clarify the 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. Determine or clarify the meaning of unknown and multiple-meaning 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. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, sufficient for reading, writing, speaking and istening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized ref				Literacy Practices
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. a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings	Guiding Principle 4 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 order		1	
speech. 1.9- 10.4 Determine or clarify the meaning of the word of the pronunciation of a word or determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the 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. Determine or clarify its precise meaning or its part of speech. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the 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. Determine or clarify the meaning of instead in domain-specific words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of a word or phrase. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. Determine or clarify its precise meaning of a word or phrase. Determine or clarify its precise meaning or its part of speech. Develop a literacy identity that promotes lifelong learning.			2	
a. Use context (e.g., the overall meaning of a sentence, paragraph or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from an array of strategies. a. Use context (e.g., the overall meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. 9 Develop a literacy identity that promotes lifelong learning.		grades 9-10 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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 func-	3	tional, interdisciplinary and transfor-
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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 comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. 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.			5	scaffolding and then independently,
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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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. 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. 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 comprehension or expression. 8 Engage in specialized, discipline-specific literacy practices. 4 Apply high level cognitive processes to think deeply and critically about text. 5 Develop a literacy identity that promotes lifelong learning.			7	•
L.11- 12.4 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. 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 comprehension or expression.			8	
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 comprehension or expression. Develop a literacy identity that promotes lifelong learning.		speech. c. Consult general and specialized reference materials to find the pronunciation of a word or deter-	9	to think deeply and critically about
sion or expression.		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	
				HOME

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.
	 b. Demonstrate an understanding of verbs and adjectives and their antonyms. With guidance and support from adults, demonstrate understanding of word relationships and nuanc- 	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	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).c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	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	Demonstrate understanding of word relationships and nuances in word meanings. a. Demonstrate understanding of words by relating them to their synonyms and antonyms. b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely re-	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	a. Distinguish the literal and nonliteral meanings of words and phrases in context.b. Demonstrate understanding of words by relating them to their synonyms and antonyms.c. Distinguish shades of meaning among related words that describe degrees of certainty.	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.
	b. Recognize and explain the meaning of common idioms, adages and proverbs.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	HOME	

Language		Interdisciplinary Literacy Practices	
_	Vocabulary Acquisition and Use Guiding Principle 5 Students will demonstrate understanding of word relationships and nuances in word meanings.		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	 ings. a. Interpret figurative language, including but not limited to personification, 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. 	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. b. Use the relationship between particular words to improve understanding. c. Distinguish among the connotations of words with similar denotations.	5	Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.
		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	 ings. a. Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations. 	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 analyze the rhetorical function in the text. b. Analyze nuances in the meaning of words with similar denotations.	10	Develop a literacy identity that promotes lifelong learning.
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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

