

SAU #19

English Language Arts

Updated May 2009

Introduction

The *K-12 English Language Arts Curriculum Framework* is organized into Grade-Level Expectations (GLEs) and Grade-Span Expectations (GSEs). Both the GLEs and GSEs contain statements about what all New Hampshire students are expected to know and be able to do. The GLEs are delineated by grade level across grades K-8. The GSEs are organized by grade spans of 9-10 and 11-12. Both the GLEs and GSEs are built upon the *K-12 English Language Arts Curriculum Framework* (1995).

Both the GLEs and GSEs are organized into five content strands for Reading: Vocabulary, Initial Understanding of Literary Texts, Analysis and Interpretation of Literary Texts, Initial Understanding of Informational Texts and Analysis and Interpretation of Informational Texts. There are eight strands for Written and Oral Communication: Habit of Writing, Structures of Language, Writing in Response to Literary Text, Writing in Response to Informational Text, Narratives, Informational Writing, Writing Conventions and Oral Communication Strategies.

There are two types of expectations throughout the document, those identified for state assessment purposes and those identified for local curriculum and assessment. The state assessment expectations appear in bold boxes; all other expectations are guidance for local curriculum and assessment.

K-12 Broad Goals for English-Language Arts

These goal statements establish general expectations of what New Hampshire students should know and be able to do in English language arts.

- Students will read fluently with understanding and appreciation.
- Students will write effectively for a variety of purposes and audiences.
- Students will speak purposefully and articulately.
- Students will listen and view attentively and critically.
- Students will understand, appreciate, interpret, and critically analyze classical and contemporary literature as well as works of nonfiction and informational texts.
- Students will use reading, writing, speaking, listening, and viewing to:
 - gather and organize information;
 - communicate effectively; and
 - succeed in educational, occupational, civic, and social settings.

Reading

Purpose: The ability to read is essential for students to succeed as learners, both in school and throughout their lives, and to become contributing members of society. Students must be able to deal critically with a variety of complex texts including literary, informational, and practical. Good readers combine the inclination to read with the ability to use monitoring and discussion to develop understanding. They employ multiple strategies and processes to understand the written word. Throughout their formal instruction, students should read authentic materials including worthy examples of literature as well as texts that reinforce other content areas of the school's curriculum.

Writing

Purpose: Through writing students transmit information, construct and communicate good ideas. Good writers employ language successfully in a wide range of settings for academic, personal, occupational, and public uses. Frequent writing practice across a variety of situations and tasks and in all content areas enables students to refine and expand both their knowledge base and their thinking skills.

English Language Uses

Purpose: Students need to learn how to use language to communicate in multiple ways and for multiple purposes. To this end, the language processes of reading, writing, speaking, listening, and viewing must become integral parts of their lives. By systematically employing these interactive processes, students are able to gather needed information and to prioritize and organize this material. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school content areas and in the human experience. In order to be successful, students must become powerful users of language.

Introduction

The New England Common Assessment Program (NECAP) Reading GLEs have been developed as a means to identify the reading content knowledge and skills expected of all students, for large-scale assessment of reading in grades 3-8. GLEs and GSEs are meant to capture the “big ideas” of reading that can be assessed, without narrowing the curriculum locally. They are not intended to represent the full reading curriculum for instruction and assessment locally, at each grade. The set of GLEs/GSEs includes concepts and skills intended to be assessed on demand, in a large-scale assessment (indicated by “State”) and other GLEs/GSEs (indicated by “Local”) for Local assessment purposes only. All of the Reading GLEs/GSEs described in this document are expected to be assessed Locally, even if indicated for large-scale assessment. “Local GLEs” in reading include those concepts and skills not easily assessed in an on-demand setting (e.g., reading fluency, reading accuracy, self-correcting while reading, depth and breadth of reading, etc.). Grade Level/Span Expectations – at any grade – represent reading content knowledge and skills *introduced instructionally at least one to two years before* students are expected to demonstrate confidence in applying them independently in an on-demand assessment.

The NECAP GLEs/GSEs in this document can be interpreted as describing the grade level expectations for the end of the grade identified, or the beginning of the next grade. For example, grade 2 NECAP GLEs identify grade level expectations in reading for both the end of grade 2 and the beginning of grade 3, for assessment purposes.

When using the NECAP Reading Grade Level Expectations, the following are important to understand:

1. All of the concepts and skills identified at a given grade level are “fair game” for large-scale assessment purposes if indicated by “(State).” However, conjunctions used throughout this document have specific meaning. The use of the conjunction “or” means that a student can be assessed on all or just some of the elements of the GLE in a given year. The use of “and” between elements of a GLE means that the *intent* is to assess each element every year. In some situations, “or” is used when students have choices about how they will provide supporting evidence for their response.
 - (E.g., “R:LT:4:2.2: Describing main characters’ physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters’ personality traits” means that students may be asked to describe main characters’ physical characteristics OR to describe characters’ personality traits, OR to provide any or all of the following – thoughts, words, OR actions -- to support their responses that reveal characters’ personality traits.)
2. Each GLE includes three parts.
 - **A statement in bold**, called the “stem,” is at the beginning of each GLE/GSE. Each “stem” is the same or similar across the grades for a given GLE/GSE, and is meant to communicate the main curriculum and instructional focus of the GLE/GSE across the grades.

- The unbolded text within a GLE/GSE indicates how the GLE/GSE is specified at a given grade level. There are often several indicators for each stem. Each indicator is coded.
- Differences between adjacent grades are underlined. (Note: Sometimes nothing is underlined within a GLE/GSE. In these situations, differences in adjacent grades “assumes increasing text complexity” and is noted for those GLEs/GSEs.

3. Each GLE/GSE is coded for the content area, the grade level, the GLE/GSE “stem” number, and the specific indicator for that GLE/GSE stem. [E.g., “R:IT:5:2.3” means R (Reading) – IT (Informational Text) - 5 (grade 5) - 2 (2nd “stem”) – 3 (the third specific indicator for the 5th GLE stem).]

<i>Vocabulary Strategies (V:1)</i>		
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)		
R:V:1: Students identify the meaning of unfamiliar vocabulary by...		
Grade K	Grade 1	Grade 2
R:V:K:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions) (Local)	R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u>) (Local)	R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hopeful;” or context clues, including illustrations and diagrams; or prior knowledge) (State)

Stem

Bold lines around a cell/box indicate a State addresses GLE/GSE.

Specific indicator for assessment at this grade, followed by “(Local)” indicates that it will not be included for the large-scale assessment at this grade level. Specific indicator for assessment at this grade, followed by “(State)” indicates that it will be included on the state assessment at this grade level.

Differences between this grade and prior grade are underlined

The GLE/GSE stem identifies “the what” – meaning, “What is the big idea for instruction and assessment?”
The indicators following each stem identify “the how” – meaning, “How will students demonstrate what they know and can do?”

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Reading Content Cluster: *Early Reading Strategies*
(Grades K-2 only - ERS:1&2)

R:ERS:K:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...

Phonemic Awareness and Phonological Knowledge (ERS:1)

Grade Level Expectations

- R:ERS:K:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)
- R:ERS:K:1.2: No GLE at this grade level
- R:ERS:K:1.3: Isolating phonemes in single syllable words (e.g., "Tell me the first sound in 'mop';" "tell me the last sound in 'mop)" (Local)
- R:ERS:K:1.4: No GLE at this grade level
- R:ERS:K:1.5: Recognizing pairs of rhyming words (Local)

R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...

Concepts of Print (ERS:2)

- R:ERS:K:2.1: Distinguishing between printed letters and words (Local)
- R:ERS:K:2.2: Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality (Local)
- R:ERS:K:2.3: Identifying the first and last parts of a word (beginning/end of the word) (Local)
- R:ERS:K:2.4: Identifying key parts of a book: front and back, print, illustrations (Local)
- R:ERS:K:2.5: No GLE at this grade level
- R:ERS:K:2.6: No GLE at this grade level

Grade – K		Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)		
R:F&A: Reads grade-level appropriate material with...		
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations	
	R:F&A:K:1.1: No GLE at this grade level R:F&A:K:1.2: No GLE at this grade level R:F&A:K:1.3: No GLE at this grade level	
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)		
R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...		
Word Identification and Decoding Strategies (WID:1)	R:WID:K:1.1: Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds (Local) R:WID:K:1.2: No GLE at this grade level R:WID:K:1.3: No GLE at this grade level R:WID:K:1.4: Reading high frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences) (Local) R:WID:K:1.5: Recognizing and naming all upper and lower case letters (Local) R:WID:K:1.6: Identifying the primary sounds represented by most letters (sound-symbol correspondence) (Local)	

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

**Vocabulary Strategies
(V:1)**

Grade Level Expectations

R:V:K:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions) (Local)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

**Breadth of Vocabulary
(V:2)**

R:V:K:2.1: Identifying synonyms and antonyms (e.g., big/large; hot/ cold) to connect new words to known words (Local) EXAMPLE: What word means the same as ____?

R:V:K:2.2: Demonstrating knowledge of basic concepts (i.e., common words that describe position in space and time, such as: over, between, after, behind) (Local)

R:V:K:2.3: Organizing words by category (e.g., sorting pictures or objects into groups) (Local)

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	R:LT:K:1.1: Identifying characters in a story (Local) R:LT:K:1.2: Responding to simple questions about a book’s content (e.g., “What did that hungry caterpillar eat?”) (Local) EXAMPLES (of responses): drawing, reenacting parts of a story, etc. R:LT:K:1.3: Generating questions during read alouds (Local) R:LT:K:1.4: No GLE at this grade level R:LT:K:1.5: No GLE at this grade level

R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	R:LT:K:2.1: Making predictions about what might happen next (Local) R:LT:K:2.2: Identifying characteristics of main characters (Local) R:LT:K:2.3: No GLE at this grade level R:LT:K:2.4: No GLE at this grade level R:LT:K:2.5: No GLE at this grade level R:LT:K:2.6: No GLE at this grade level R:LT:K:2.7: No GLE at this grade level
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Grade – K	Reading Content Cluster: <i>Literary Texts</i> (LT:1-4)	Reading
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R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...
 (R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	Grade Level Expectations
	R:LT:K:3.1: No GLE at this grade level

R:LT:K:4: Generates a personal response to what is read aloud through a variety of means by

Generates a Personal Response (LT:4)	<p>R:LT:K:4.1: Comparing stories or other texts to personal experience, prior knowledge, which might include other texts (Local)</p> <p>R:LT:K:4.2: No GLE at this grade level</p>
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Grade – K		Reading
<p>Reading Content Cluster: <i>Informational Texts</i> (IT:1&2) (R:IT:1 & 2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</p>		
<p>R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...</p>		
<p>Initial Understanding of Informational Texts (IT:1)</p>	<p>Grade Level Expectations</p>	
	<p>R:IT:K:1.1: Obtaining information, using text features (e.g., title and illustrations) (Local) EXAMPLE: "From the picture on the cover, what do we think this book will tell us?"</p> <p>R:IT:K:1.2: Using explicitly stated information to answer questions (Local) EXAMPLE: "So, what did we learn about what owls eat?"</p> <p>R:IT:K:1.3: No GLE at this grade level</p> <p>R:IT:K:1.4: Generating questions during read alouds (Local)</p> <p>R:IT:K:1.5: No GLE at this grade level</p>	
<p>R:IT:K:2: Analyze and interpret informational text read-aloud,, citing evidence as appropriate by...</p>		
<p>Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)</p>	<p>R:IT:K:2.1: Telling what was learned (Local) EXAMPLE: "Draw a picture of something you've learned from this story about dogs."</p> <p>R:IT:K:2.2: No GLE at this grade level</p> <p>R:IT:K:2.3: Making basic inferences (Local) EXAMPLE: "From what we just read, what kinds of foods will help you stay healthy?"</p> <p>R:IT:K:2.4: No GLE at this grade level</p> <p>R:IT:K:2.5: is addressed in R:IT:K:2.3 (Local)</p>	

Grade – K		Reading
<p>Reading Content Cluster: <i>Reading Strategies</i> (RS:1&2) (R:RS:1 & 2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</p>		
R:RS:K:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...		
Strategies for Monitoring and Adjusting Reading (RS:1)	Grade Level Expectations	
	<p>R:RS:K:1.1: Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text) (Local)</p> <p>R:RS:K:1.2: Using pictures, syntax or repetitive language patterns to help predict upcoming words (Local)</p>	
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...		
Reading Comprehension Strategies (RS:2)	<p>R:RS:K:2.1: Using strategies while listening to literary or informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-bases inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world) (See also Appendix D)</p>	

Grade – K		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	R:B:K:1.1: No GLE at this grade level R:B:K:1.2: No GLE at this grade level R:B:K:1.3: No GLE at this grade level	
R:B:2: Demonstrates participation in a literate community by... *Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:K:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local) R:B:K:2.2: Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by... *Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:K:3.1: No GLE at this grade level R:B:K:3.2: No GLE at this grade level R:B:K:3.3: No GLE at this grade level R:B:K:3.4: No GLE at this grade level	

Reading Content Cluster: *Early Reading Strategies*
(Grades 1 only - ERS:1&2)

R:ERS:1:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...

Phonemic Awareness and Phonological Knowledge (ERS:1)	Grade Level Expectations
	<p>R:ERS:1:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at) (Local)</p> <p>R:ERS:1:1.2: Blending and segmenting <u>phonemes in one syllable words</u> (e.g., f-i-sh, r-u-n) (Local)</p> <p>R:ERS:1:1.3: Isolating phonemes in single syllable words (e.g., "Tell me the first sound in 'mop';" "Tell me the last sound in 'mop,'" "Tell me the middle sound in 'mop.'") (Local)</p> <p>R:ERS:1:1.4: <u>Deleting phonemes in one-syllable words</u> ("What is "crust" without the 'c'?") (Local)</p> <p>R:ERS:1:1.5: <u>Producing pairs of rhyming words</u> (Local)</p> <p>R:ERS:1:1.6: <u>Counting syllables in 1 to 4-syllable words</u> (Local)</p>
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...	
Early Reading Strategies (ERS:2)	<p>R:ERS:1:2.1: No GLE at this grade level</p> <p>R:ERS:1:2.2: No GLE at this grade level</p> <p>R:ERS:1:2.3: No GLE at this grade level</p> <p>R:ERS:1:2.4: <u>Identifying title, author, illustrator</u> (Local)</p> <p>R:ERS:1:2.5: <u>Identifying basic punctuation marks and their usage</u> (e.g., question marks, periods, quotation marks) (Local)</p> <p>R:ERS:1:2.6: <u>Demonstrating 1-1 matching of words spoken to words in print</u> (Local)</p>

Grade – 1		Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)		
R:F&A: Reads grade-level appropriate material with...		
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations	
	<p>R:F&A:1.1.1: Accuracy: reading material appropriate for the end of grade 1 with at least 90-94% accuracy (See Appendix F for sample titles) (Local)</p> <p>R:F&A:1.1.2: Fluency: reading previously –introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute (See Appendix C for suggested rates) (Local)</p> <p>R:F&A:1.1.3: Fluency: reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation (Local)</p>	
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)		
R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...		
Word Identification and Decoding Strategies (WID:1)	<p>R:WID:1:1.1: <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge.</u>(Local) EXAMPLES (regularly spelled one and two syllable words): <u>bat, kitten, classroom</u></p> <p>R:WID:1:1.2: <u>Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing)</u> (Local)</p> <p>R:WID:1:1.3: <u>Reading grade-level appropriate words (in connected text)</u> (Local)</p> <p>R:WID:1:1.4: <u>Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I'm)</u> (Local)</p> <p>R:WID:1:1.5: No GLE at this grade level</p> <p>R:WID:1:1.6: No GLE at this grade level</p>	

Grade – 1

Reading

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:1.1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading) (Local)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:1.2.1: Identifying synonyms and antonyms to connect new words to known words (Local)

R:V:1.2.2: Selecting appropriate words to use in context (Local)

R:V:1.2.3: Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.) (Local)

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading independently, or in a guided manner) by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p>R:LT:1:1.1: Identifying characters <u>or setting</u> in a story (Local)</p> <p>R:LT:1:1.2a: Responding to simple questions about a book's content (e.g., "Where did Sylvester go?")</p> <p>R:LT:1:1.2b: <u>Retelling the beginning, middle, and end of a story</u> (Local)</p> <p>R:LT:1:1.3: <u>Generating questions before, during, and after reading</u> (Local)</p> <p>R:LT:1:1.4: <u>Distinguishing between literary and informational texts</u> (Local)</p> <p>R:LT:1:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "teeny- tiny")(Local) EXAMPLE: In <i>Brown Bear, Brown Bear</i>, what words are repeated in the story?</p>

Grade –1	Reading
Reading Content Cluster: <i>Literary Texts continued</i> (LT:1-4) (R:LT:2 & 3 Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:1:2: Analyze and interpret elements of literary texts read aloud or <u>read independently</u>, citing evidence where appropriate by...	
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations R:LT:1:2.1: Making predictions about what might happen next, <u>and telling why the prediction was made</u> (Local) R:LT:1:2.2: Identifying <u>physical</u> characteristics, <u>personality traits</u> , or <u>possible motives</u> of main characters (Local) R:LT:1:2.3: Making basic inferences about the text (Local) EXAMPLE: “Why did the wolf want to blow down each pig’s house?” R:LT:1:2.4: No GLE at this grade level R:LT:1:2.5: No GLE at this grade level R:LT:1:2.6: No GLE at this grade level R:LT:1:2.7: No GLE at this grade level
R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...	
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	R:LT:1:3.1: No GLE at this grade level

Grade -1

Reading

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1:4: Generates a personal response to what is read aloud or read independently through a variety of means by...

Generates a Personal Response
(LT:4)

Grade Level Expectations

R:LT:1:4.1: Comparing stories or other texts to personal experience, prior knowledge or to other texts (Local)

R:LT:1:4.2: No GLE at this grade level

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

**Initial Understanding of
Informational Texts
(IT:1)**

Grade Level Expectations

R:IT:1:1.1: Obtaining information, using text features (e.g., title and illustration) (Local) EXAMPLE: "From the title, what do we think this book will tell us?"

R:IT:1:1.2: Using explicitly stated information to answer questions (Local) EXAMPLE: "Where do penguins live?"

R:IT:1:1.3: No GLE at this grade level

R:IT:1:1.4: Generating questions before, during, and after reading (Local)

R:IT:1:1.5: Distinguishing between literary and informational texts (Local)

R:IT:1:2: Analyze and interpret informational text read aloud or independently, citing evidence as appropriate by...

**Analysis and Interpretation of
Informational
Texts/Citing Evidence
(IT:2)**

R:IT:1:2.1: Telling what was learned (Local) EXAMPLE: "What do penguins eat? Show me where you found that information?"

R:IT:1:2.2: Identifying the topic of the text or explaining the title (Local) EXAMPLE: "What is this about?"

R:IT:1:2.3: Making basic inferences or drawing basic conclusions (Local) EXAMPLE: "From what we just read, why do you think firefighters wear special uniforms?" Explain your reasons.

R:IT:1:2.4: Identifying facts presented in text (Local)

R:IT:1:2.5: is addressed in R:IT:1:2.3 (Local)

Grade – 1

Reading

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...

Strategies for Monitoring
and Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:1:1.1: Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)
(Local)

R:RS:1:1.2: Subsumed in R:RS:1:1.1

R:RS:2: Uses comprehension strategies (with flexibility and as needed)...

Reading
Comprehension
Strategies
(RS:2)

R:RS:1:2.1: Using strategies while reading or listening to literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text- based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one's mind); or making connections (text to self, text to text, and text to world (See also Appendix D)

Grade –1		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:1.1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:1.1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p> <p>R:B:1.1.3: No GLE at this grade level</p>	
<p>R:B:2: Demonstrates participation in a literate community by...</p> <p>*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.</p>		
Participating in Literate Community (B:2)	<p>R:B:1.2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)</p> <p>R:B:1.2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)</p>	
<p>R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...</p> <p>*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.</p>		
Reading for Research Across Content Areas (B:3)	<p>R:B:1.3.1: No GLE at this grade level</p> <p>R:B:1.3.2: No GLE at this grade level</p> <p>R:B:1.3.3: No GLE at this grade level</p> <p>R:B:1.3.4: No GLE at this grade level</p>	

Reading Content Cluster: *Early Reading Strategies*
(Grades 2 only - ERS:1&2)

R:ERS:2:1: Demonstrates phonemic awareness by...

Phonemic Awareness and Phonological Knowledge (ERS:1)	Grade Level Expectations
	<p>R:ERS:2:1.1: Blending and segmenting phonemes <u>in more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh) (Local)</p> <p>R:ERS:2:1.2: Blending and segmenting <u>phonemes in one syllable words</u> (e.g., f-i-sh, r-u-n) (Local)</p> <p>R:ERS:2:1.3: Isolating phonemes in single syllable words (e.g., "Tell me the first sound in 'mop';" "Tell me the last sound in 'mop,'" "<u>Tell me the middle sound in 'mop.'</u>") (Local)</p> <p>R:ERS:2:1.4: <u>Deleting phonemes in one-syllable words</u> ("What is "crust" without the 'c'?" (Local)</p> <p>R:ERS:2:1.5: <u>Producing pairs of rhyming words</u> (Local)</p> <p>R:ERS:2:1.6: <u>Counting syllables in 1 to 4-syllable words</u> (Local)</p>

R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...

Concepts of Print (ERS:2)	<p>R:ERS:2:2.1: No GLE at this grade level</p> <p>R:ERS:2:2.2: No GLE at this grade level</p> <p>R:ERS:2:2.3: No GLE at this grade level</p> <p>R:ERS:2:2.4: <u>Identifying title, author, illustrator</u> (Local)</p> <p>R:ERS:2:2.5: <u>Identifying basic punctuation marks and their usage</u> (e.g., question marks, periods, quotation marks) (Local)</p> <p>R:ERS:2:2.6: <u>Demonstrating 1-1 matching of words spoken to words in print</u> (Local)</p>
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Grade – 2

Reading

Reading Content Cluster: *Reading Fluency and Accuracy*
(F&A:1)

(R:F&A: Assumes a variety of text and increasing text complexity across grade levels.
See Appendix D for descriptions of increasing text complexity.)

R:F&A: Reads grade-level appropriate material with...

Reading Fluency and Accuracy
(F&A:1)

Grade Level Expectations

R:F&A:2:1.1: **Accuracy:** reading material appropriate for the end of grade 2 with at least 90- 94% accuracy (See Appendix F for sample titles) (Local)

R:F&A:2:1.2: **Fluency:** reading grade-appropriate text with oral fluency rates of at least 80-100 words correct per minute (See Appendix C for suggested rates) (Local)

R:F&A:2:1.3: **Fluency:** reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks) (Local)

Reading Content Cluster: *Word Identification Skills and Strategies*
(WID:1)

R:WID:2: Applies word identification and decoding strategies by ...

<p>Word Identification and Decoding Strategies (WID:1)</p>	<p>Grade Level Expectations</p>
	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <p>R:WID:2:1.1: Identifying regularly spelled multi syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>k</u>not, <u>c</u>atch, <u>f</u>loat, <u>f</u>ight; or common suffixes (State) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi syllabic words): happiness, shower, sunshine</p> </div> <p>R:WID:2:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (Local)</p> <p>R:WID:2:1.3: Reading grade-level appropriate words (in connected_text) <u>with automaticity</u> (Local)</p> <p>R:WID:2:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words) (Local)</p> <p>R:WID:2:1.5: No GLE at this grade level</p> <p>R:WID:2:1.6: No GLE at this grade level</p>

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thickest,” “hopeful;” or context clues, including illustrations and diagrams; or prior knowledge) (State)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:2:2.1: Identifying synonyms or antonyms; or categorizing words (State) EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed

R:V:2:2.2: Selecting appropriate words to use in context, including words specific to the content of the text (State) EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.

R:V:2:2.3: Subsumed under R:V:2:2.1

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:2:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="280 667 1471 751">R:LT:2:1.1: Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State)</p> <p data-bbox="280 785 1068 821">R:LT:2:1.2a: <u>Sequencing key events in order, as appropriate to text</u> (Local)</p> <p data-bbox="280 852 881 888">R:LT:2:1.2b: Retelling <u>the key elements of a story</u> (Local)</p> <p data-bbox="280 919 1495 989">R:LT:2:1.3: Generating questions before, during, and after reading <u>to enhance recall, expand understanding and/or gain new information</u> (Local)</p> <p data-bbox="280 1020 1463 1089">R:LT:2:1.4: <u>Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)</u> (Local)</p> <p data-bbox="280 1121 1503 1190">R:LT:2:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language <u>or dialogue</u> (e.g., “When I was young in the mountains...”) (Local)</p>

Reading Content Cluster: *Literary Texts continued*
 (LT:1-4)
 (R:LT:2 & 3 Assume increasing text complexity across grade levels.
 See Appendix F for descriptions of increasing text complexity.)

R:LT:2:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

	Grade Level Expectations
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	<p>R:LT:2:2.1: Making logical predictions (State) EXAMPLE: What might happen next?</p>
	<p>R:LT:2:2.2: Identifying <u>relevant</u> physical characteristics or personality traits of main characters (State)</p>
	<p>R:LT:2:2.3: <u>Making basic inferences about problem or solution</u> (State) EXAMPLES: “What helped Luke to solve his problem in the story?” “What was Jane’s problem?”</p>
	<p>R:LT:2:2.4: No GLE at this grade level</p>
	<p>R:LT:2:2.5: <u>Identifying the author’s basic message</u> (Local)</p>
	<p>R:LT:2:2.6: <u>Identifying possible motives of main characters</u> (Local) EXAMPLE: “Why did the wolf want to blow the house down?”</p>
	<p>R:LT:2:2.7: <u>Recognizing explicitly stated causes or effects</u> (Local)</p>
	<p>R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...</p>
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<p>R:LT:2:3.1: No GLE at this grade level</p>

Grade –2

Reading

Reading Content Cluster: *Literary Texts*
(LT:1-4)

R:LT:2:4: Generates a personal response to what is read through a variety of means by...

Generates a Personal
Response
(LT:4)

Grade Level Expectations

R:LT:2:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other texts
(Local)

R:LT:2:4.2: No GLE at this grade level

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Initial Understanding of Informational Texts (IT:1)	Grade Level Expectations
	<p>R:IT:2:1.1: Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) (State) EXAMPLE: "On what page would you find information about snakes?"</p> <p>R:IT:2:1.2: Using explicitly stated information to answer questions (State) EXAMPLE: "According to this report, what do dolphins eat?"</p> <p>R:IT:2:1.3: <u>Locating and recording information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram)</u> (Local)</p> <p>R:IT:2:1.4: Generating questions before, during, and after reading <u>to enhance recall</u>, expand understanding and/or gain new information (Local)</p> <p>R:IT:2:1.5: <u>Distinguishing among a variety of types of text (e.g., reference: beginning dictionaries, glossaries, children's magazines, content trade books, children's newspapers; and practical/functional/ texts: procedures/instructions, announcements, book orders, invitations)</u> (Local)</p>

Grade – 2	Reading						
Reading Content Cluster: <i>Informational Texts continued</i> (IT:1&2) (R:IT:1 & 2 Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)							
R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...							
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="269 625 1533 632" style="text-align: center;">Grade Level Expectations</th> </tr> </thead> <tbody> <tr> <td data-bbox="269 632 1533 758" style="border: 2px solid black; padding: 5px;"> R:IT:2:2.1: <u>Connecting information <i>within</i> a text</u> (State) EXAMPLE: Combining or comparing facts and details presented – “What food is eaten by both kinds of fish?” </td> </tr> <tr> <td data-bbox="269 758 1533 884" style="border: 2px solid black; padding: 5px;"> R:IT:2:2.2: <u>Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</u> (State) </td> </tr> <tr> <td data-bbox="269 884 1533 1010" style="border: 2px solid black; padding: 5px;"> R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: “Based on this report, do turtles make good pets?” </td> </tr> <tr> <td data-bbox="269 1010 1533 1136" style="padding: 5px;"> R:IT:2:2.4: Identifying facts presented in text (Local) </td> </tr> <tr> <td data-bbox="269 1136 1533 1335" style="border: 2px solid black; padding: 5px;"> R:IT:2:2.5: <u>Making inferences about causes or effects, when signal words are present</u> (State) EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up. What made the puddle dry up?” </td> </tr> </tbody> </table>	Grade Level Expectations	R:IT:2:2.1: <u>Connecting information <i>within</i> a text</u> (State) EXAMPLE: Combining or comparing facts and details presented – “What food is eaten by both kinds of fish?”	R:IT:2:2.2: <u>Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</u> (State)	R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: “Based on this report, do turtles make good pets?”	R:IT:2:2.4: Identifying facts presented in text (Local)	R:IT:2:2.5: <u>Making inferences about causes or effects, when signal words are present</u> (State) EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up. What made the puddle dry up?”
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R:IT:2:2.1: <u>Connecting information <i>within</i> a text</u> (State) EXAMPLE: Combining or comparing facts and details presented – “What food is eaten by both kinds of fish?”							
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R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: “Based on this report, do turtles make good pets?”							
R:IT:2:2.4: Identifying facts presented in text (Local)							
R:IT:2:2.5: <u>Making inferences about causes or effects, when signal words are present</u> (State) EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up. What made the puddle dry up?”							

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:2:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for Monitoring
and Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:2:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures], etc.) (Local)

R:RS:1:1.2: Subsumed in R:RS:2:1.1

R:RS:2: Uses comprehension strategies (with flexibility and as needed)...

Reading Comprehension
Strategies
(RS:2)

R:RS:2:2.1: Using strategies while reading or listening to literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g. headings, parts of the book) (See also Appendix D)

Grade –2		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:2:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:2:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local (See Appendix A))</p> <p>R:B:2:1.3: No GLE at this grade level</p>	
R:B:2: Demonstrates participation in a literate community by...		
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:2:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)	
	R:B:2:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...		
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:2:3.1: No GLE at this grade level	
	R:B:2:3.2: No GLE at this grade level	
	R:B:2:3.3: No GLE at this grade level	
	R:B:2:3.4: No GLE at this grade level	

Grade – 3	Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)	
R:F&A: Reads grade-level appropriate material with...	
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations R:F&A:3:1.1: Accuracy: reading material appropriate <u>for grade 3</u> with at least 90-94% accuracy (See Appendix F for sample titles.) (Local) R:F&A:3:1.2: Fluency: reading with oral fluency rates <u>of at least 90- 120</u> words correct per minute (See Appendix C for suggested rates.) (Local) R:F&A:3:1.3: Fluency: reading <u>familiar text</u> with phrasing and expression, and with attention to <u>text features, such as punctuation, italics, and dialogue</u> (Local)

Reading Content Cluster: *Word Identification Skills and Strategies*
(WID:1)

R:WID: Applies word identification and decoding strategies by ...

Grade Level Expectations

Word Identification and Decoding
Strategies
(WID:1)

R:WID:3:1.1: Identifying multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., bought) (State) EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES (multi-syllabic words): pretending, discussion

R:WID:3:1.2: Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns (Local)

R:WID:3:1.3: Reading grade-level appropriate words (in connected text) with automaticity (Local)

R:WID:3:1.4: Reading grade-appropriate, high-frequency words (including irregularly spelled words) (Local)

R:WID:3:1.5: No GLE at this grade level

R:WID:3:1.6: No GLE at this grade level

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:3:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered;” or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:3:2.1: Identifying synonyms, antonyms, or homonyms/ homophones; or categorizing words (State)

R:V:3:2.2: Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or words with multiple meanings) (State) EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text – “The word ‘fall’ can mean a time of the year or losing your step. What words from the passage help you to know what ‘fall’ means in this story?” EXAMPLE (multiple meanings): “The word ‘fall’ has many different meanings. Which sentence below uses the word “fall” to mean a time of the year?” OR “Which sentence below uses ‘fall’ with the same meaning as it is used in the poem?”

R:V:3:2.3: Subsumed under R:V:3:2.1

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="277 667 1507 751">R:LT:3:1.1: Identifying or describing character(s), setting, problem/solution, major events, or <u>plot</u>, as appropriate to text (State)</p> <p data-bbox="277 825 1507 898">R:LT:3:1.2: Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text (State)</p> <p data-bbox="277 961 1507 1035">R:LT:3:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local)</p> <p data-bbox="277 1066 1507 1140">R:LT:3:1.4: <u>Identifying the characteristics of a variety of types of text</u> (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction) (Local)</p> <p data-bbox="277 1171 1507 1203">R:LT:3:1.5: Identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u>, dialogue, or <u>description</u> (Local)</p>

Reading Content Cluster: *Literary Texts continued*

(LT:1-4)

(R:LT:2 & 3 Assume increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations
	<p data-bbox="280 678 1507 730">R:LT:3:2.1 Making logical predictions (State)</p> <p data-bbox="280 762 1507 846">R:LT:3:2.2: <u>Describing</u> main characters' physical characteristics or personality traits; or <u>providing examples of thoughts, words or actions that reveal characters' personality traits</u> (State)</p> <p data-bbox="280 877 1507 961">R:LT:3:2.3: Making basic inferences about problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) (State) EXAMPLE: "How might the story have been different if...?"</p> <p data-bbox="280 993 836 1035">R:LT:3:2.4: <u>Identifying who is telling the story</u> (Local)</p> <p data-bbox="280 1066 1507 1150">R:LT:3:2.5: Identifying the author's basic message (State) EXAMPLE: "In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?"</p> <p data-bbox="280 1182 922 1224">R:LT:3:2.6: Identifying possible motives of characters (Local)</p> <p data-bbox="280 1255 971 1297">R:LT:3:2.7: Recognizing explicitly stated causes or effects (Local)</p>
R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...	
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<p data-bbox="280 1539 1507 1612">R:LT:3:3.1: <u>Recognizing the use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings</u> (Local)</p>

Grade – 3

Reading

Reading Content Cluster: *Literary Texts*
(LT:1-4)

R:LT:4: Generates a personal response to what is read through a variety of means by...

Generates a Personal
Response
(LT:4)

Grade Level Expectations

R:LT:3:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books
(Local)

R:LT:3:4.2: No GLE at this grade level

Reading Content Cluster: *Informational Texts*

(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

<p>Initial Understanding of Informational Texts (IT:1)</p>	<p>Grade Level Expectations</p>
	<p>R:IT:3:1.1: Obtaining information, from text features (e.g., <u>table of contents</u>, <u>glossary</u>, <u>basic transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations) (State) EXAMPLES: “What words does the author want you to notice on this page?” “What is the last step of the directions?”</p>
	<p>R:IT:3:1.2: Using information from the text to answer questions <u>related to explicitly stated main/central ideas</u> or details (State)</p>
	<p>R:IT:3:1.3: <u>Organizing information to show understanding</u> (e.g., <u>representing main/central ideas or details within text through charting or mapping</u>) (State) EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things</p>
	<p>R:IT:3:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local)</p> <p>R:IT:3:1.5: <u>Identifying the characteristics</u> of a variety of types of text (e.g., <u>reference: dictionaries</u>, glossaries, children’s magazines, content trade books, <u>textbooks</u>, children’s newspapers; and <u>practical/functional texts</u>: book orders, procedures, instructions, announcements, invitations) (Local)</p>

Grade – 3	<p style="text-align: right;">Reading</p> <p style="text-align: center;">Reading Content Cluster: <i>Informational Texts continued</i> (IT:1&2) (R:IT:1 & 2 Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</p>
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...	
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	<p style="text-align: center;">Grade Level Expectations</p> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:3:2.1: Connecting information <i>within</i> a text (State) EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:3:2.2: Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions, or controlling ideas</u>) (State) </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:3:2.3: Making basic inferences, drawing basic conclusions, <u>or forming judgments/opinions about central ideas that are relevant</u> (State) </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:3:2.4: <u>Distinguishing fact from opinion</u> (State) </div> <div style="border: 2px solid black; padding: 5px;"> R:IT:3:2.5 Making inferences about causes or effects (State) EXAMPLE: “What probably caused the fire to start in the garage?” </div>

Grade – 3

Reading

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for Monitoring
and Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:3:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/meaning, or other context cues) (Local)

R:RS:3:1.2: Subsumed in R:RS:3:1.1

R:RS:2: Uses comprehension strategies (with flexibility and as needed)...

Reading
Comprehension
Strategies
(RS:2)

R:RS:3:2.1: Using strategies before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include :using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book) (See also Appendix D)

Grade –3		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:3:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:3:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p> <p>R:B:3:1.3: Reading multiple texts for depth of understanding an author or genre (Local)</p>	
R:B:2: Demonstrates participation in a literate community by...		
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:3:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)	
	R:B:3:2.2: Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:3:3: Research* by reading multiple sources (including print and non-print texts) to report information by...		
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:3:3.1: Using sources provided (Local)	
	R:B:3:3.2: Evaluating information presented in terms of relevance (Local)	
	R:B:3:3.3: Gathering information and using a given structure (e.g., chart, diagram, outline, etc.) to organize it (Local)	
	R:B:3:3.4: Using evidence to support conclusions (Local)	

<p>Grade – 4 Reading</p> <p>Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1)</p> <p>(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</p>	
<p>R:F&A: Reads grade-level appropriate material with...</p>	
<p>Reading Fluency and Accuracy (F&A:1)</p>	<p>Grade Level Expectations</p>
	<p>R:F&A:4:1.1: Accuracy: reading material appropriate <u>for grade 4</u> with 90-94% accuracy (See Appendix F for sample titles.) (Local)</p> <p>R:F&A:4:1.2: Fluency: reading with oral fluency rates of <u>at least 115-140</u> words correct per minute (Students’ rates of reading will and should vary in response to text difficulty, purpose of reading, and other factors.) (See Appendix C for suggested rates.) (Local)</p> <p>R:F&A:4:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local)</p>
	<p>Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)</p>
<p>R:WID: Applies word identification and decoding strategies by ...</p>	
<p>Word Identification and Decoding Strategies (WID:1)</p>	<p>Grade Level Expectations</p>
	<p>R:WID:4:1.1: Identifying multi-syllabic words by using knowledge of sounds, <u>six syllable types*/syllable division</u>, or word patterns (including prefixes, and suffixes) (Local) (*See Appendix B for the six syllable types.)</p> <p>R:WID:4:1.2: <u>Reading regularly spelled multi-syllabic words by using knowledge of sounds, syllable types, or word patterns</u> (Local)</p> <p>R:WID:4:1.3: Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R:WID:4:1.4: Reading grade-appropriate words (including irregularly spelled words) (Local)</p> <p>R:WID:4:1.5: No GLE at this grade level</p> <p>R:WID:4:1.6: No GLE at this grade level</p>

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:4:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:4:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State) EXAMPLE (of shades of meaning): cold, freezing

R:V:4:2.2: Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State) EXAMPLE (precise vocabulary): "In this passage, the bear could best be described as acting: (A) excited (B) playful (C) harmful (D) curious"

R:V:4:2.3: No GLE at this grade level

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="277 667 1497 751">R:LT:4:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or <u>identifying any significant changes in character(s) over time</u> (State)</p> <p data-bbox="277 825 1497 909">R:LT:4:1.2 Paraphrasing or summarizing key ideas/plot, with <u>major events sequenced</u>, as appropriate to text (State)</p> <p data-bbox="277 940 1497 1014">R:LT:4:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local)</p> <p data-bbox="277 1045 1497 1119">R:LT:4:1.4: Identifying the characteristics of a variety of types of text (e.g., literary text: poetry, plays, fairytales, fantasy, fables, realistic fiction, <u>folktales, historical fiction</u>) (Local)</p> <p data-bbox="277 1150 1497 1224">R:LT:4:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, <u>simile</u>, description, or dialogue (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Grade Level Expectations

Analysis and Interpretation of Literary
Texts/Citing Evidence
(LT:2)

R:LT:4:2.1: Making logical predictions (State)

R:LT:4:2.2: Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits (State)

R:LT:4:2.3: Making inferences about problem, conflict, or solution (State) EXAMPLE: "What influenced the father's decision to let his son try the climb?"

R:LT:4:2.4: Identifying who is telling the story (State)

R:LT:4:2.5: Identifying author's message or theme (State) EXAMPLE: "What was the author trying to say about friendship in this story?" (e.g., friendship begins with accepting differences)

R:LT:4:2.6: Identifying causes or effects, including possible motives of characters (Local)

R:LT:4:2.7: is subsumed under R:LT:4:2.6

Grade – 4

Reading

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...

Analysis and Interpretation
of Literary Texts/Citing
Evidence (LT:3)

R:LT:4:3:1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to interpret intended meanings (Local)

Grade – 4

Reading

Reading Content Cluster: *Literary Texts*
(LT:1-4)

R:LT:4: Generates a personal response to what is read through a variety of means by...

Generates a Personal
Response
(LT:4)

Grade Level Expectations

R:LT:4:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books
(Local)

R:LT:4:4.2: No GLE at this grade level

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Grade Level Expectations

Initial Understanding of
Informational Texts
(IT:1)

R:IT:4:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R:IT:4:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines) (Local)

R:IT:4:1.2: Using information from the text to answer questions related to explicitly stated main/central ideas or key details (State)

R:IT:4:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing) (State)

R:IT:4:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local)

R:IT:4:1.5: Identifying the characteristics of a variety of types of text (e.g., **reference**: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and **practical/functional texts**: procedures, instructions, book orders, announcements, invitations) (Local)

Grade – 4	Reading
Reading Content Cluster: <i>Informational Texts continued</i> (IT:1&2) (R:IT:1 & 2 Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...	
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	Grade Level Expectations <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:4:2.1: Connecting information <i>within</i> a text or <u>across texts</u> (State) </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:4:2.2: <u>Synthesizing information within or across text(s)</u> (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:4:2.3: <u>Drawing inferences about text, including author's purpose</u> (e.g., to inform, explain, entertain) or <u>message</u>; or drawing basic conclusions; or forming judgments/opinions about central ideas that are relevant (State) </div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> R:IT:4:2.4 Distinguishing fact from opinion (State) </div> <div style="border: 2px solid black; padding: 5px;"> R:IT:4:2.5: Making inferences about causes or effects (State) </div>

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for Monitoring
and Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:4:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues) (Local)

R:RS:4:1.2: Subsumed in R:RS:4:1.1

R:RS:2: Uses comprehension strategies (with flexibility and as needed)...

Reading
Comprehension
Strategies
(RS:2)

R:RS:4:2.1:Using strategies before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images(e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification) (See also Appendix D)

Grade –4		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:4:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:4:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p> <p>R:B:4:1.3: Reading multiple texts for depth of understanding an author or genre (Local)</p>	
R:B:2: Demonstrates participation in a literate community by...		
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:4:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)	
	R:B:4:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:4:3: Research* by reading multiple sources (including print and non-print texts) to report information, or to <u>formulate a judgment</u> by...		
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:4:3.1: Using sources provided (Local)	
	R:B:4:3.2: Evaluating information presented in terms of relevance (Local)	
	R:B:4:3.3: Gathering information and using a given structure (e.g., chart, diagram, outline, etc.) to organize it (Local)	
	R:B:4:3.4: Using evidence to support conclusions (Local)	

<p>Grade – 5 Reading</p> <p>Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1)</p> <p>(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</p>	
<p>R:F&A: Reads grade-level appropriate material with...</p>	
<p>Reading Fluency and Accuracy (F&A:1)</p>	<p>Grade Level Expectations</p>
	<p>R:F&A:5.1.1: Accuracy: reading material appropriate <u>for grade 5</u> with 90-94% accuracy (See Appendix F for sample titles.) (Local)</p> <p>R:F&A:5.1.2: Fluency: reading with <u>appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u> (See Appendix C for suggested rates.) (Local)</p> <p>R:F&A:5.1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local)</p>
	<p>Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)</p>
<p>R:WID: Applies word identification and decoding strategies by ...</p>	
<p>Word Identification and Decoding Strategies (WID:1)</p>	<p>Grade Level Expectations</p>
	<p>R:WID:5.1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/ syllable division, and word patterns (including prefixes, and suffixes) (Local) (See Appendix B for the six syllable types.)</p> <p>R:WID:5.1.2: Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local)</p> <p>R:WID:5.1.3: Reading grade-level appropriate words (in connected text) with automaticity (Local)</p> <p>R:WID:5.1.4: Reading grade-appropriate words (Local)</p> <p>R:WID:5.1.5: No GLE at this grade level</p> <p>R:WID:5.1.6: No GLE at this grade level</p>

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:5.1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:5.2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State) EXAMPLE (of shades of meaning): tired, exhausted

R:V:5.2.2: Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State) EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – “Based on the way ‘spring’ is used in this passage, would having a ‘spring’ be necessary for survival? Explain how you know.”

R:V:5.2.3: No GLE at this grade level

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="277 667 1508 751">R:LT:5:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)</p> <p data-bbox="277 827 1508 911">R:LT:5:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)</p> <p data-bbox="277 974 1508 1037">R:LT:5:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information (Local)</p> <p data-bbox="277 1073 1508 1136">R:LT:5:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>) (Local)</p> <p data-bbox="277 1171 1508 1234">R:LT:5:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery</u>, or <u>simple metaphors</u> (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Grade Level Expectations

Analysis and Interpretation of Literary
Texts/Citing Evidence
(LT:2)

R:LT:5:2.1: Making logical predictions (State) EXAMPLE: "Which event is most likely to happen next?"

R:LT:5:2.2: Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State)

R:LT:5:2.3: Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development) (State)

R:LT:5:2.4: Identifying the narrator (State)

R:LT:5:2.5: Identifying author's message or theme (implied or stated, as in a fable) (State)

R:LT:5:2.6: Identifying causes or effects, including possible motives of characters (Local)

R:LT:5:2.7: No GLE at this grade level

Grade – 5		Reading	
Reading Content Cluster: <i>Literary Texts continued</i> (LT:1-4)			
R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ... (R:LT:3: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<div style="border: 2px solid black; padding: 5px;"> R:LT:5:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to <u>analyze literary works</u> (State) </div>		
R:LT:4: Generates a personal response to what is read through a variety of means by...			
Generates a Personal Response (LT:4)	Grade Level Expectations		
	R:LT:5:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) R:LT:5:4.2: <u>Providing relevant details to support the conclusions made</u> (Local)		

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Grade Level Expectations

Initial Understanding of
Informational Texts
(IT:1)

R:IT:5:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R:IT:5:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations) (Local)

R:IT:5:1.2: Using information from the text to answer questions related to main/central ideas or key details (State)

R:IT:5:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)

R:IT:5:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local)

R:IT:5:1.5: Identifying the characteristics of a variety of types of text (e.g., **reference**: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and **practical/functional texts**: procedures, instructions, book orders, announcements, invitations, recipes, menus) (Local)

Grade -5	Reading
Reading Content Cluster: <i>Informational Texts continued</i> (IT:1&2) (R:IT:1 & 2 Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...	
Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	Grade Level Expectations <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;">R:IT:5:2.1: Connecting information <i>within</i> a text or <i>across</i> texts (State)</div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;">R:IT:5:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State)</div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;">R:IT:5:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, <u>persuade</u>) or message; or forming and supporting opinions/judgments <u>and assertions about central ideas</u> that are relevant (State)</div> <div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;">R:IT:5:2.4: Distinguishing fact from opinion (State)</div> <div style="border: 2px solid black; padding: 5px;">R:IT:5:2.5: Making inferences about causes or effects (State)</div>

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for Monitoring
and Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:5:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues) (Local)

R:RS:5:1.2: Subsumed in R:RS:5:1.1

R:RS:2: Uses comprehension strategies (with flexibility and as needed)...

Reading Comprehension
Strategies
(RS:2)

R:RS:5:2.1: Using strategies before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition, description classification, support, and logical/ sequential) (See also Appendix D)

Grade –5		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:5:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:5:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A)</p> <p>R:B:5:1.3: Reading multiple texts for depth of understanding an author, <u>a subject</u>, a <u>theme</u>, or genre (Local)</p>	
R:B:2: Demonstrates participation in a literate community by...		
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:5:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)	
	R:B:5:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:5:3: Research* by reading multiple sources (including print and non-print texts) to report information, <u>solve a problem</u> , or to formulate a judgment by...		
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:5:3.1: <u>Identifying potential sources of information from those provided</u> (Local)	
	R:B:5:3.2: Evaluating information presented in terms of relevance (Local)	
	R:B:5:3.3: Gathering, <u>organizing</u> , and <u>interpreting</u> the information (Local)	
	R:B:5:3.4: Using evidence to support conclusions (Local)	

Grade – 6		Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)		
R:F&A: Reads grade-level appropriate material with...		
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations	
	<p>R:F&A:6:1.1: Accuracy: reading material appropriate <u>for grade 6</u> with 90-94% accuracy (Local) (See Appendix F for sample titles.)</p> <p>R:F&A:6:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (Local) (See Appendix C for suggested rates.)</p> <p>R:F&A:6:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local)</p>	
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)		
R:WID: Applies word identification and decoding strategies by ...		
Word Identification and Decoding Strategies (WID:1)	Grade Level Expectations	
	R:WID:6:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:6:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (State)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:6:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)

R:V:6:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="277 667 1508 783">R:LT:6:1.1: Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character <u>or setting</u> over time (State) EXAMPLE (of setting changing): In this poem, how does the farm's appearance change over the years?</p> <p data-bbox="277 856 1508 930">R:LT:6:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)</p> <p data-bbox="277 972 1508 1035">R:LT:6:1.3: Generating questions before, during, and after reading to enhance understanding and recall, expand understanding and/or gain new information (Local)</p> <p data-bbox="277 1073 1508 1167">R:LT:6:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, <u>science fiction, myths, legends</u> (Local)</p> <p data-bbox="277 1205 1508 1268">R:LT:6:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, simple metaphors, <u>flashback, onomatopoeia, repetition, or idioms</u> (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations
	R:LT:6:2.1 <u>Explaining or supporting</u> logical predictions (e.g., providing evidence from text to explain why something is likely to happen next) (State)
	R:LT:6:2.2: Describing <u>characters’ traits, motivation, or interactions, citing thoughts, words, or actions</u> that reveal characters’ traits, motivations, or their changes over time (State)
	R:LT:6:2.3: <u>Making inferences about cause/effect, external conflicts (e.g., person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., how the historical era influences the characters’ actions or thinking)</u> (State)
	R:LT:6:2.4: <u>Explaining how the narrator’s point of view affects the reader’s interpretation</u> (State) EXAMPLE: “This story is told from Ted’s point of view. What do you know about how Ted feels because he tells the story?”
	R:LT:6:2.5: Identifying author’s message or theme (State)
R:LT:6:2.6: is subsumed under R:LT:6:2.2 and R:LT:6:2.3	

R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	R:LT:6:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, simile, metaphor, foreshadowing, or suspense) to analyze literary work (State)
	R:LT:6:3.2: <u>Demonstrating knowledge of use of literary elements and devices (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, or idioms)</u> to analyze literary works (Local)

Grade – 6

Reading

Reading Content Cluster: *Literary Texts*
(LT:1-4)

(R:LT:4: Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:4: Generates a personal response to what is read through a variety of means by...

Generates a Personal
Response
(LT:4)

Grade Level Expectations

R:LT:6:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books
(Local)

R:LT:6:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Grade Level Expectations

Initial Understanding of
Informational Texts
(IT:1)

R:IT:6:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)

R:IT:6:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, citations, or transitional devices) (Local)

R:IT:6:1.2: Using information from the text to answer questions related to main/central ideas or key details (State)

R:IT:6:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)

R:IT:6:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R:IT:6:1.5: Identifying the characteristics of a variety of types of text (e.g., **reference:** dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles; and **practical/functional:** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local)

Grade –6

Reading

Reading Content Cluster: *Informational Texts continued*
(IT:1&2)
(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...

Grade Level Expectations

Analysis and Interpretation of Informational
Texts/Citing Evidence
(IT:2)

R:IT:6:2.1: Connecting information *within* a text or *across* texts (State)

R:IT:6:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)

R:IT:6:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)

R:IT:6:2.4: Distinguishing fact from opinion, and identifying possible bias/propaganda (State)

R:IT:6:2.5 Making inferences about causes or effects (State)

R:IT:6:2.6: No GLE at this grade level

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for
Monitoring and
Adjusting Reading
(RS:1)

Grade Level Expectations

R:RS:6.1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.) (Local)

R:RS:2: Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

Reading Comprehension
Strategies
(RS:2)

R:RS:6.2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition, description, classification and support, logical/ sequential) (Local) (See also Appendix D)

Grade –6		Reading	
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)			
R:B:1: Demonstrates the habit of reading widely and extensively* by...			
Reading Widely and Extensively (B:1)	Grade Level Expectations		
	<p>R:B:6:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:6:1.2: Reading from a wide range of genres/ kinds of text, <u>including primary and secondary sources</u>, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)</p> <p>R:B:6:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</p>		
R:B:2: Demonstrates participation in a literate community by...			
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.			
Participating in Literate Community (B:2)	R:B:6:2.1: Self-selecting reading materials aligned with reading ability and personal interests (Local)		
	R:B:6:2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)		
R:B:6:3: Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or <u>to make a decision</u> , or to formulate a judgment by...			
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.			
Reading for Research Across Content Areas (B:3)	R:B:6:3.1: <u>Identifying potential sources of information</u> (Local)		
	R:B:6:3.2: Evaluating information presented, in terms of relevance (Local)		
	R:B:6:3.3: Gathering, organizing, and interpreting the information (Local)		
	R:B:6:3.4: Using evidence to support conclusions (Local)		

Grade – 7	<p>Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1)</p> <p>(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</p>	Reading
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R:F&A: Reads grade-level appropriate material with...

Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations
	<p>R:F&A:7:1.1: Accuracy: reading material appropriate for <u>grade 7</u> with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</p> <p>R:F&A:7:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)</p> <p>R:F&A:7:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</p>

Grade – 7	<p>Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)</p>	Reading
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R:WID: Applies word identification and decoding strategies by ...

Word Identification and Decoding Strategies (WID:1)	Grade Level Expectations
	<p>R:WID:7:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</p>

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies
(V:1)

Grade Level Expectations

R:V:7:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) (State) EXAMPLE (of common root): inspection (in -spec-tion)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:7:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State)

R:V:7:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (State)

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p data-bbox="277 667 1508 783">R:LT:7:1.1: Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or <u>identifying rising action, climax, or falling action</u> (State)</p> <p data-bbox="277 856 1508 932">R:LT:7:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)</p> <p data-bbox="277 1005 1446 1073">R:LT:7:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information (Local)</p> <p data-bbox="277 1104 1458 1205">R:LT:7:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u> (Local)</p> <p data-bbox="277 1241 1425 1308">R:LT:7:1.5: Identifying literary devices as appropriate to genre: <u>rhyme schemes</u>, alliteration, simile, dialogue, imagery, <u>metaphors</u>, flashback, onomatopoeia, repetition, or <u>personification</u> (Local)</p>

Reading Content Cluster: *Literary Texts continued*

(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations
	<p>R:LT:7:2.1: Explaining or supporting logical predictions (State)</p> <p>R:LT:7:2.2: Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (State)</p> <p>R:LT:7:2.3: Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self</u>, person versus person, person versus nature/society/fate), or the relationship among elements within text (State)</p> <p>R:LT:7:2.4: Explaining how the narrator's point of view affects the reader's interpretation (State)</p> <p>R:LT:7:2.5: <u>Explaining how the author's message or theme is supported within the text</u> (State)</p>

R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<p>R:LT:7:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>repetition</u>, <u>flashback</u>, foreshadowing, or <u>personification</u>) to analyze literary works (State) EXAMPLE: "Why did the author choose to use flashback in this story?"</p> <p>R:LT:7:3.2: Demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u>, alliteration, simile, dialogue, <u>metaphors</u>, onomatopoeia, repetition, or idioms to analyze literary works (Local)</p>
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Grade – 7

Reading

Reading Content Cluster: *Literary Texts*
(LT:1-4)

(R:LT:4: Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:4: Generates a personal response to what is read through a variety of means by...

Generates a Personal
Response
(LT:4)

Grade Level Expectations

R:LT:7:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)

R:LT:7:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

<p>Initial Understanding of Informational Texts (IT:1)</p>	<p>Grade Level Expectations</p>
	<p>R:IT:7:1.1: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, <u>transitional devices</u>, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State)</p>
	<p>R:IT:7:1.2: Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u> (State)</p>
	<p>R:IT:7:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) (State)</p>
	<p>R:IT:7:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R:IT:7:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, <u>technical manuals</u>; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets) (Local)</p>

Grade -7

Reading

Reading Content Cluster: *Informational Texts continued*
(IT:1&2)
(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...

Grade Level Expectations

Analysis and Interpretation of Informational
Texts/Citing Evidence
(IT:2)

R:IT:7:2.1: Explaining connections about information *within* a text, *across* texts, or to related ideas (State)

R:IT:7:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas (State)

R:IT:7:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant (State) EXAMPLE (of evaluating): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.

R:IT:7:2.4: Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (State)

R:IT:7:2.5: Making inferences about causes or effects (State)

R:IT:7:2.6: Evaluating the clarity and accuracy of information (Local)

Reading Content Cluster: *Reading Strategies*

(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

**Strategies for
Monitoring and
Adjusting Reading
(RS:1)**

Grade Level Expectations

R:RS:7:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.) (Local)

R:RS:2: Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

**Reading Comprehension
Strategies
(RS:2)**

R:RS:7:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential) (Local) (See also Appendix D)

Grade – 7		Reading
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		
R:B:1: Demonstrates the habit of reading widely and extensively* by...		
Reading Widely and Extensively (B:1)	Grade Level Expectations	
	<p>R:B:7:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:7:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)</p> <p>R:B:7:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</p>	
R:B:2: Demonstrates participation in a literate community by...		
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.		
Participating in Literate Community (B:2)	R:B:7:2.1: Self-selecting reading materials in line with reading ability and personal interests (Local)	
	R:B:7:2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)	
R:B:7:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...		
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.		
Reading for Research Across Content Areas (B:3)	R:B:7:3.1: Identifying potential sources of information (Local)	
	R:B:7:3.2: Evaluating information presented, in terms of relevance (Local)	
	R:B:7:3.3: Gathering, organizing, <u>analyzing</u> , and interpreting the information (Local)	
	R:B:7:3.4: Using evidence to support conclusions (Local)	

Grade – 8		Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)		
R:F&A: Reads grade-level appropriate material with...		
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations	
	<p>R:F&A:8.1.1: Accuracy: reading material appropriate for <u>grade 8</u> with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</p> <p>R:F&A:8.1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)</p> <p>R:F&A:8.1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</p>	
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)		
R:WID: Applies word identification and decoding strategies by ...		
Word Identification and Decoding Strategies (WID:1)	Grade Level Expectations	
	<p>R:WID:8.1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</p>	

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies (V:1)	Grade Level Expectations
Vocabulary Strategies (V:1)	R:V:8:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge) (Local)
<p>R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p>	
Breadth of Vocabulary (V:2)	<p>R:V:8:2.1: Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, or <u>word origins, including words from other languages that have been adopted into our language</u> (Local) EXAMPLE (word origin from other language): de'ja' vu</p> <p>R:V:8:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary (Local)</p>

Reading Content Cluster: *Literary Texts continued*

(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p>R:LT:8:1.1: Identifying or describing character(s), setting, problem/ solution, or plots/<u>subplots</u>, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action (Local)</p> <p>R:LT:8:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)</p> <p>R:LT:8:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information (Local)</p> <p>R:LT:8:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, <u>epics (poems, novels, dramas)</u> (Local)</p> <p>R:LT:8:1.5: Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, personification, or <u>hyperbole</u> (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations
	<p>R:LT:8:2.1: Explaining or supporting logical predictions (Local)</p> <p>R:LT:8:2.2: Describing <u>characterization</u> (e.g., <u>stereotype</u>, <u>antagonist</u>, <u>protagonist</u>), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time (Local)</p> <p>R:LT:8:2.3: Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (Local)</p> <p>R:LT:8:2.4: Explaining how the narrator's point of view affects the reader's interpretation (Local)</p> <p>R:LT:8:2.5: Explaining how the author's message or theme (<u>which may include universal themes</u>) is supported within the text (Local)</p>

Grade – 8	Reading Content Cluster: <i>Literary Texts continued</i> (LT:1-4) (R:LT:1 & 2 : Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	Reading
R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...		
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	Grade Level Expectations R:LT:8:3.1: Demonstrating knowledge of <u>author’s style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, <u>hyperbole, symbolism, or use of punctuation</u>) to analyze literary works (Local) R:LT:8:3.2: is subsumed under R:LT:8:3.1, since all aspects are assessed Locally in grade 8	
R:LT:4: Generates a personal response to what is read through a variety of means by...		
Generates a Personal Response (LT:4)	Grade Level Expectations R:LT:8:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) R:LT:8:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Initial Understanding of Informational Texts (IT:1)	Grade Level Expectations
	<p>R:IT:8.1.1: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (Local)</p> <p>R:IT:8.1.2: Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details (Local)</p> <p>R:IT:8.1.3: Organizing information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or <u>outlining</u>) (Local)</p> <p>R:IT:8.1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R:IT:8.1.5: Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, <u>schedules</u>) (Local)</p>

Grade – 8

Reading

Reading Content Cluster: *Informational Texts continued*
(IT:1&2)
(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...

Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)	Grade Level Expectations
	<p>R:IT:8:2.1: Explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas (Local)</p> <p>R:IT:8:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)</p> <p>R:IT:8:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</u> (Local)</p> <p>R:IT:8:2.4: Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts (Local)</p> <p>R:IT:8:2.5: Making inferences about causes or effects (Local)</p> <p>R:IT:8:2.6: Evaluating the clarity and accuracy of information (Local)</p>

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...

Strategies for
Monitoring and
Adjusting
Reading (RS:1)

Grade Level Expectations

R:RS:8:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.) (Local)

R:RS:2: Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

Reading Comprehension
Strategies
(RS:2)

R:RS:8:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential) (Local) (See also Appendix D)

Grade – 8		Reading	
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)			
R:B:1: Demonstrates the habit of reading widely and extensively* by...			
Reading Widely and Extensively (B:1)	Grade Level Expectations		
	<p>R:B:8:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:8:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)</p> <p>R:B:8:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</p>		
R:B:2: Demonstrates participation in a literate community by...			
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.			
Participating in Literate Community (B:2)	R:B:8:2.1: Self-selecting reading materials in line with reading ability and personal interests (Local)		
	R:B:8:2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)		
R:B:8:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...			
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.			
Reading for Research Across Content Areas (B:3)	R:B:8:3.1: Identifying <u>and evaluating</u> potential sources of information (Local)		
	R:B:8:3.2: Evaluating information presented, in terms of <u>completeness</u> and relevance (Local)		
	R:B:8:3.3: Gathering, organizing, analyzing, and interpreting the information (Local)		
	R:B:8:3.4: Using evidence to support conclusions (Local)		

Grade – 10		Reading
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)		
R:F&A: Reads grade-level appropriate material with...		
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations	
	<p>R:F&A:10:1.1: Accuracy: reading material appropriate for <u>high school</u> with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</p> <p>R:F&A:10:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)</p> <p>R:F&A:10:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</p>	
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)		
R:WID: Applies word identification and decoding strategies by ...		
Word Identification and Decoding Strategies (WID:1)	Grade Level Expectations	
	<p>R:WID:10:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</p>	

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Grade Level Expectations

Vocabulary Strategies
(V:1)

R:V:10:1.1a: Using strategies to unlock meaning (e.g., prior knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; (State)

R:V:10:1.1b: Using strategies to unlock meaning including prior knowledge, base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words (Local)

R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

Breadth of Vocabulary
(V:2)

R:V:10:2.1: Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, idioms, or word origins, including words from dialects, or other languages that have been adopted into our language/standard English (State)

R:V:10:2.2: Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (State) EXAMPLE: Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

Grade Level Expectations

Initial Understanding of Literary Texts
(LT:1)

R:LT:10:1.1: Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (State)

R:LT:10:1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State)

R:LT:10:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information(Local)

R:LT:10:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., **literary texts**: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local)

R:LT:10:1.5: Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view) (Local)

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:10:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...

Grade Level Expectations

Analysis and Interpretation of Literary
Texts/Citing Evidence
(LT:2)

R:LT:10:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (State)

R:LT:10:2.2: Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (State)

R:LT:10:2.3: Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots) (State)

R:LT:10:2.4: Explaining how the narrator's point of view or author's style is evident and affects the reader's interpretation (State) EXAMPLE: "If this story were told from another character's point of view, how would the reader's interpretation be different?"

R:LT:10:2.5: Explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text (State)

Grade – 10	Reading Content Cluster: <i>Literary Texts continued</i> (LT:1-4) (R:LT:1 & 2 : Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	Reading
R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...		
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	Grade Level Expectations <div style="border: 2px solid black; padding: 5px; margin: 10px auto; width: 80%;"> R:LT:10:3.1: Demonstrating knowledge of author’s style or use of literary elements and devices (i.e., imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, <u>analogy</u>, <u>allusion</u>, <u>diction</u>, <u>syntax</u>, or use of punctuation) to analyze literary works (State) </div>	
R:LT:4: Generates a personal response to what is read through a variety of means by...		
Generates a Personal Response (LT:4)	Grade Level Expectations R:LT:10:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) R:LT:10:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Grade Level Expectations

Initial Understanding of Informational Texts
(IT:1)

R:IT:10.1.1: Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (State)

R:IT:10.1.2: Using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams. (State)

R:IT:10.1.3: Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining) (State)

R:IT:10.1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)

R:IT:10.1.5: Identifying the characteristics of a variety of types of text (e.g., reference - See Appendix A for suggestions), public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and **practical/functional** procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, schedules) (Local)

Reading Content Cluster: *Informational Texts continued*
(IT:1&2)
(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:10:2: Analyze and interpret informational text, citing evidence as appropriate by...

Grade Level Expectations

Analysis and Interpretation of Informational
Texts/Citing Evidence
(IT:2)

R:IT:10:2.1: Explaining connections about information *within* a text, *across* texts, or to related ideas (State)
EXAMPLE: Students are asked to compare information presented in two textual excerpts.

R:IT:10:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) EXAMPLE: "How does the title of the article reflect the author's perspective?"

R:IT:10:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (State)

R:IT:10:2.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts

R:IT:10:2.5: Making inferences about causes and/or effects (State)

R:IT:10:2.6: Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments) (State)

Reading Content Cluster: *Reading Strategies*
(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:10:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...

Strategies for
Monitoring and
Adjusting
Reading (RS:1)

Grade Level Expectations

R:RS:10:1.1: Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)

R:RS:2: Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

Reading Comprehension
Strategies
(RS:2)

R:RS:10:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, text structure, evidence, format, use of language, arguments used); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential) (Local) (See also Appendix D)

Grade – 10		Reading	
Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)			
R:B:1: Demonstrates the habit of reading widely and extensively* by...			
Reading Widely and Extensively (B:1)	Grade Level Expectations		
	<p>R:B:10:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:10:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)</p> <p>R:B:10:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</p>		
R:B:2: Demonstrates participation in a literate community by...			
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.			
Participating in Literate Community (B:2)	R:B:10:2.1: Self-selecting reading materials in line with reading ability and personal interests (Local)		
	R:B:10:2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)		
R:B:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...			
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.			
Reading for Research Across Content Areas (B:3)	R:B:10:3.1: Identifying and evaluating potential sources of information (Local)		
	R:B:10:3.2: Evaluating <u>and selecting</u> the information presented, in terms of completeness, relevance, <u>and validity</u> (Local)		
	R:B:10:3.3: Organizing, analyzing, and interpreting the information (Local)		
	R:B:10:3.4: <u>Drawing conclusions/judgments</u> and supporting them with evidence (Local)		

Grade – 12		Reading	
Reading Content Cluster: <i>Reading Fluency and Accuracy</i> (F&A:1) (R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)			
R:F&A: Reads grade-level appropriate material with...			
Reading Fluency and Accuracy (F&A:1)	Grade Level Expectations		
	<p>R:F&A:12:1.1: Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local) (See Appendix F for sample titles.)</p> <p>R:F&A:12:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local) (See Appendix C for suggested rates.)</p> <p>R:F&A:12:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue (Local)</p>		
Reading Content Cluster: <i>Word Identification Skills and Strategies</i> (WID:1)			
R:WID: Applies word identification and decoding strategies by ...			
Word Identification and Decoding Strategies (WID:1)	Grade Level Expectations		
	<p>R:WID:12:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)</p>		

Reading Content Cluster: *Vocabulary Strategies*
(V:1 & 2)

R:V:1: Students identify the meaning of unfamiliar vocabulary by...

(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)

Vocabulary Strategies (V:1)	Grade Level Expectations
	<p>R:V:12:1.1a: Using strategies to unlock meaning (e.g., prior knowledge of word structure, including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words) (Local)</p> <p>R:V:12:1.1b: Using strategies to unlock meaning including prior knowledge, base words, <u>general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words</u> (Local)</p>
<p>R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</p>	
Breadth of Vocabulary (V:2)	<p>R:V:12:2.1: Identifying synonyms, antonyms, homonyms/ homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects, or other languages that have been adopted into standard English (Local)</p> <p>R:V:12:2.2: Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:1: Demonstrate initial understanding of elements of literary texts by...

Initial Understanding of Literary Texts (LT:1)	Grade Level Expectations
	<p>R:LT:12:1.1: Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (Local)</p> <p>R:LT:12:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (Local)</p> <p>R:LT:12:1.3: Generating questions before, during, and after reading to enhance understanding and recall enhance//expand understanding and /or gaining new information (Local)</p> <p>R:LT:12:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local)</p> <p>R:LT:12:1.5: Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view) (Local)</p>

Reading Content Cluster: *Literary Texts continued*
(LT:1-4)

(R:LT:1 & 2 : Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:LT:12:2: Analyze and interpret literary elements within or across texts, citing evidence where appropriate by...

Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	Grade Level Expectations
	<p>R:LT:12:2.1: Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (Local)</p> <p>R:LT:12:2.2: Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (Local)</p> <p>R:LT:12:2.3: Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, <u>theme/setting, symbolism/characterization</u>) (Local)</p> <p>R:LT:12:2.4: Explaining how the narrator's point of view, or author's style, <u>or tone</u> is evident and affects the reader's interpretation or <u>is supported throughout the text(s)</u> (Local)</p> <p>R:LT:12:2.5: Explaining how the author's purpose (e.g., to entertain, inform or persuade) message or theme (which may include universal themes) is supported within the text(s) (Local)</p>

Grade – 12		Reading	
Reading Content Cluster: <i>Literary Texts continued</i> (LT:1-4) (R:LT:1 & 2 : Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)			
R:LT:12:3: Analyze and interpret author’s craft <u>within or across texts</u>, citing evidence where appropriate by...			
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	Grade Level Expectations		
	<p>R:LT:12:3.1a: Demonstrating knowledge of author’s style or use of literary elements and devices (e.g., <u>simile</u>, <u>metaphor</u>, <u>point of view</u>, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogize allusion, diction, syntax, genre, or bias, or use of punctuation, etc.) to analyze literary works (Local)</p> <p>R:LT:12:3.1b: <u>Examining author’s style or use of literary devices to convey theme</u> (Local)</p>		
R:LT:4: Generates a personal response to what is read through a variety of means by...			
Generates a Personal Response (LT:4)	Grade Level Expectations		
	<p>R:LT:12:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)</p> <p>R:LT:12:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)</p>		

Reading Content Cluster: *Informational Texts*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...

Initial Understanding of Informational Texts (IT:1)	Grade Level Expectations
	<p>R:IT:12:1.1: Obtaining information from text features [e.g., table of contents, glossary, index, transition words/phrases, transitional devices (including use of white space), bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations] (Local)</p> <p>R:IT:12:1.2: Using information from the text to answer questions, <u>perform specific tasks, or solve problems</u>; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams (Local)</p> <p>R:IT:12:1.3: Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting (<u>including flowcharts</u>), mapping, paraphrasing, summarizing, comparing/contrasting, outlining, or connecting information with related ideas, etc.) (Local)</p> <p>R:IT:12:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information (Local)</p> <p>R:IT:12:1.5: Identifying the characteristics of a variety of types of text (e.g., reference - See Appendix A for suggestions), public documents (drivers' manuals) and discourse, essays (including literary criticisms), articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and practical/functional procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, <u>schedules</u>) (Local)</p>

Grade –12

Reading

Reading Content Cluster: *Informational Texts continued*
(IT:1&2)

(R:IT:1 & 2 Assumes increasing text complexity across grade levels.
See Appendix F for descriptions of increasing text complexity.)

R:IT:12:2: Analyze and interpret informational text (which may include technical writing), citing evidence as appropriate by...

Grade Level Expectations

Analysis and Interpretation of Informational
Texts/Citing Evidence
(IT:2)

R:IT:12:2.1: Explaining connections among ideas across multiple texts (Local)

R:IT:12:2.2: Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)

R:IT:12:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)

R:IT:12:2.4: Critiquing author's use of strategies to achieve intended purpose or message (e.g., to inform, explain, entertain, persuade) (Local) EXAMPLE (critique public documents): May include analysis of using anecdotes, addressing counterclaims, appealing to audience, using emotionally-laden language EXAMPLE (critique functional documents): May include visual appeal, logical sequences, awareness of possible reader misunderstanding

R:IT:12:2.5: Making inferences about causes and effects (Local)

R:IT:12:2.6: Evaluating the clarity and accuracy of information (e.g., consistency, effectiveness of organizational pattern, or logic of arguments) (Local)

Reading Content Cluster: *Reading Strategies*

(RS:1&2)

(R:RS:1& 2 Assume increasing text complexity across grade levels.
See Appendix F or descriptions of increasing text complexity.)

R:RS:12:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...

**Strategies for
Monitoring and
Adjusting
Reading (RS:1)**

Grade Level Expectations

R:RS:12:1.1: Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning, etc.) (Local)

R:RS:2: Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local)

**Reading Comprehension
Strategies
(RS:2)**

R:RS:12:2.1: Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, text structure, evidence, format, use of language, arguments used); or using cues for text structures (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical, sequential like Grade 10) (Local) (See also Appendix D)

Grade – 12		Reading Content Cluster: <i>Breadth of Reading</i> (B:1-3)		Reading
R:B:1: Demonstrates the habit of reading widely and extensively* by...				
Reading Widely and Extensively (B:1)	Grade Level Expectations			
	<p>R:B:12:1.1: Reading with frequency, including in-school, out-of-school, and summer reading (Local)</p> <p>R:B:12:1.2: Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) (Local) (See Appendix A)</p> <p>R:B:12:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre (Local)</p>			
<p>R:B:2: Demonstrates participation in a literate community by...</p> <p>*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.</p>				
Participating in Literate Community (B:2)	<p>R:B:12:2.1: Self-selecting reading materials in line with reading ability and personal interests (Local)</p> <p>R:B:12:2.2: Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local)</p>			
	<p>R:B:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <p>*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.</p>			
Reading for Research Across Content Areas (B:3)	R:B:12:3.1: Identifying and evaluating potential sources of information (Local)			
	R:B:12:3.2: Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)			
	R:B:12:3.3: Organizing, analyzing, and interpreting the information (Local)			
	R:B:12:3.4: Drawing conclusions/judgments and supporting them with evidence (Local)			

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	W:SL:K:1.1: Expresses an idea using pictures and letters (Local) W:SL:K:1.2: Not assessed at this grade level W:SL:K:1.3: Not assessed at this grade level W:SL:K:1.4: Not assessed at this grade level W:SL:K:1.5: Not assessed at this grade level W:SL:K:1.6: Not assessed at this grade level

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to
Literary or Informational Text
– Showing Understanding of
Ideas in Text
(RC:1)

Grade Level Expectations

W:RC:K:1.1: Representing understanding of text through pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)
W:RC:K:1.2: Not assessed at this grade level
W:RC:K:1.3: Not assessed at this grade level

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to
Literary or Informational Text
– Making Analytical
Judgments about Text

W:RC:K:2.1: Using prior knowledge or reference to text to respond to a question using pictures (pictures may include labels, which might only include beginning sounds and/or ending sounds) (Local)
W:RC:K:2.2: Not assessed at this grade level
W:RC:K:2.3: Not assessed at this grade level
W:RC:K:2.4: Not assessed at this grade level

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:K:1: Students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	Grade Level Expectations
	<p>W:EW:K:1.1: Using pictures to create an understandable story line, when given a structure (pictures may include labels) (Local) EXAMPLES: Draw a picture that tells a story about your family. Given a picture, a student is asked to tell a story about what's happening in the picture</p> <p>W:EW:K:1.2: Not assessed at this grade level</p> <p>W:EW:K:1.3: Not assessed at this grade level</p>

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies (EW:2)	<p>W:EW:K:2.1: Not assessed at this grade level</p> <p>W:EW:K:2.2: Not assessed at this grade level</p> <p>W:EW:K:2.3: Using pictures to create character(s) (Local)</p> <p>W:EW:K:2.4: Not assessed at this grade level</p> <p>W:EW:K:2.5: Expressing ideas and recognizing that experiences and stories can be written about (Local)</p> <p>W:EW:K:2.6: Not assessed at this grade level</p>
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Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	Grade Level Expectations
	W:IW:K:1.1: Naming or labeling objects or pictures (Local) W:IW:K:1.2: Representing facts through pictures (Local) W:IW:K:1.3: Not assessed at this grade level W:IW:K:1.4: Not assessed at this grade level W:IW:K:1.5: Not assessed at this grade level

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information	W:IW:K:2.1: Not assessed at this grade level W:IW:K:2.2: Not assessed at this grade level
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Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	Grade Level Expectations
	W:IW:K:3.1: Using pictures to illustrate details/information related to topic (pictures may include labels) (Local) W:IW:K:3.2: Not assessed at this grade level

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and
Mechanics
(C:1)

Grade Level Expectations

W:C:K:1.1: Not assessed at this grade level

W:C:K:1.2: Not assessed at this grade level

W:C:K:1.3: Not assessed at this grade level

W:C:K:1.4: Not assessed at this grade level

W:C:K:1.5: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling) and logically representing consonant sounds (e.g., initial or final sounds) (Local)

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

Note: students at this level will only be pre-writing and drafting.

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing
Extensively (HW:2)

Not assessed at this grade level

Grade – K

Written and Oral Communication

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations

Interactive Listening
(OC:1)

- W:OC:K:1.1: Following simple verbal instructions and directions
- W:OC:K:1.2: Listening and responding to stories, songs, or poems
- W:OC:K:1.3: Not assessed at this grade level
- W:OC:K:1.4: Not assessed at this grade level
- W:OC:K:1.5a: Understanding that communicating is verbal and nonverbal
- W:OC:K:1.5b: Attending to speaker and waiting for appropriate turn to speak

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations
(OC:2)

- W:OC:K:2.1: Speaking clearly and distinctly, orally sharing information and experiences
- W:OC:K:2.2: Demonstrating an awareness of options of language (e.g., imitating speech patterns and identifying source of sounds, interpreting nonverbal messages through pictures)
- W:OC:K:2.3: Telling stories about pictures, books or experiences
- W:OC:K:2.4: Not assessed at this grade level
- W:OC:K:2.5: Not assessed at this grade level

Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences,
Paragraphs, Text Structures
(SL:1)

Grade Level Expectations

W:SL:1:1.1: Writing recognizable short sentences (Local)

W:SL:1:1.2: Not assessed at this grade level

W:SL:1:1.3: Not assessed at this grade level

W:SL:1:1.4: Not assessed at this grade level

W:SL:1:1.5: Distinguishing between letters, words, and sentences (Local)

W:SL:1:1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom) (Local)

Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	W:RC:1:1.1: Representing understanding of text through pictures, <u>“words,” “sentences,” or some combination</u> (Local) W:RC:1:1.2: Not assessed at this grade level W:RC:1:1.3: Not assessed at this grade level

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	W:RC:1:2.1: Using prior knowledge or references to text to respond to a question (<u>evidence may take the form of pictures, words, sentences, or some combination</u>) (Local) W:RC:1:2.2: Not assessed at this grade level W:RC:1:2.3: Not assessed at this grade level W:RC:1:2.4: Organizing ideas by using a beginning and an ending given a structure (Local)
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Grade – 1		Written and Oral Communication	
Written and Oral Communication Content Cluster: <i>Expressive Writing</i> continued (EW: 1 - 5)			
W:EW:1:1: In written narratives, students organize and relate a story line/plot/series of events by...			
Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	Grade Level Expectations		
	<p>W:EW:1:1.1: Creating an understandable story line, when given a structure (may take form of words or pictures or some combination) (Local)</p> <p>W:EW:1:1.2: Not assessed at this grade level</p> <p>W:EW:1:1.3: Not assessed at this grade level</p>		
W:EW:2: Students demonstrate use of narrative strategies by...			
Narrative Writing – Applying Narrative Strategies (EW:2)	<p>W:EW:1:2.1: Not assessed at this grade level</p> <p>W:EW:1:2.2: Not assessed at this grade level</p> <p>W:EW:1:2.3: <u>Creating character(s) (may take form of words or pictures or some combination)</u> (Local)</p> <p>W:EW:1:2.4: Not assessed at this grade level</p> <p>W:EW:1:2.5: <u>Writing about observations and experiences</u> (Local)</p> <p>W:EW:1:2.6: Extending ideas (Local)</p>		

Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	Grade Level Expectations
	W:IW:1:1.1: <u>Sorting and classifying facts</u> (Local) W:IW:1:1.2: Representing facts through pictures, <u>“words,” “sentences,” or some combination</u> (Local) W:IW:1:1.3: Listing steps of a procedure in a logical order, with instructional support (Local) W:IW:1:1.4: Not assessed at this grade level W:IW:1:1.5: Not assessed at this grade level

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	W:IW:1:2.1: Using pictures to create meaning (Local) W:IW:1:2.2: Not assessed at this grade level
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Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	Grade Level Expectations
	<p>W:IW:1:3.1: <u>Including details/information relevant to topic (details/information may take the form of pictures with captions, "words", "sentences", or some combination) (Local)</u></p> <p>W:IW:1:3.2: Not assessed at this grade level</p>

Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and
Mechanics
(C:1)

Grade Level Expectations

W:C:1:1.1: Not assessed at this grade level

W:C:1:1.2: Not assessed at this grade level

W:C:1:1.3: Not assessed at this grade level

W:C:1:1.4: Not assessed at this grade level

W:C:1:1.5a: Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed) (Local)

W:C:1:1.5b: Correctly spelling many common words (e.g., had, can, including own first name) (Local)

Grade – 1

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

Note: students at this level will only be pre-writing and drafting.
See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively (HW:2)

Not assessed at this grade level

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Interactive Listening
(OC:1)

Grade Level Expectations

W:OC:1:1.1: Following simple verbal instructions and directions to answer questions

W:OC:1:1.2: Responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences

W:OC:1:1.3: Not assessed at this grade level

W:OC:1:1.4: Not assessed at this grade level

W:OC:1:1.5a: Understanding that communicating is verbal and nonverbal

W:OC:1:1.5b: Attending to speaker and waiting for appropriate turn to speak

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations
(OC:2)

W:OC:1:2.1: Orally ordering ideas in a sequence or tell a familiar story

W:OC:1:2.2: Using various forms of linguistic elements and structures (e.g., saying "Please" in a command, asking about the weather as a form of polite address;, stating a question in affirmative form, etc.)

W:OC:1:2.3: Telling/ retelling stories using details

W:OC:1:2.4: Not assessed at this grade level

W:OC:1:2.5: Not assessed at this grade level

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:2:1.1: <u>Writing short sentences</u> (Local)</p> <p>W:SL:2:1.2: Not assessed at this grade level</p> <p>W:SL:2:1.3: Not assessed at this grade level</p> <p>W:SL:2:1.4: Not assessed at this grade level</p> <p>W:SL:2:1.5: Distinguishing between letters, words, sentences, <u>and paragraphs</u> (Local)</p> <p>W:SL:2:1.6: Applying directionality as appropriate to text (e.g., left to right, top to bottom, front and back)</p>

Grade – 2

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	W:RC:2:1.1: <u>Selecting information to set context/background</u> (Local) EXAMPLE: When setting context include author and title W:RC:2:1.2: Not assessed at this grade level W:RC:2:1.3: Not assessed at this grade level

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	W:RC:2:2.1: <u>Stating a focus (purpose), when responding to a given question</u> (Local) W:RC:2:2.2: Not assessed at this grade level W:RC:2:2.3: Using details or references to text to support a given focus (Note: support may include prior knowledge) (Local) W:RC:2:2.4: Organizing ideas by using a beginning, <u>middle, and concluding statement/sentence</u> given a structure (Local) EXAMPLES: template, frame, graphic organizer
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Grade – 2

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:2:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies
(EW:1)

Grade Level Expectations

- W:EW:2:1.1: Creating a clear understandable story line, with a beginning, middle, and end, when given a structure (Local)
- W:EW:2:1.2: Not assessed at this grade level
- W:EW:2:1.3: Not assessed at this grade level

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies
(EW:2)

- W:EW:2:2.1: Not assessed at this grade level
- W:EW:2:2.2: Not assessed at this grade level
- W:EW:2:2.3: Creating character(s) through description (Local)
- W:EW:2:2.4: Not assessed at this grade level
- W:EW:2:2.5: Writing about observations and experiences (Local)
- W:EW:2:2.6: Extending and elaborating ideas (Local)

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing
– Organizing and Conveying Information
(IW:1)

Grade Level Expectations

W:IW:2:1.1: Using a given organizational structure for grouping facts (e.g., template, frame, graphic organizer), with instructional support (Local)

W:IW:2:1.2: Selecting facts to set context/background (Local)

W:IW:2:1.3: Listing steps of a procedure in a logical order (Local)

W:IW:2:1.4: Not assessed at this grade level

W:IW:2:1.5: Providing a list of resources (e.g. materials to be used in a task) (Local)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive
Writing – Organizing and
Conveying Information
(IW:2)

W:IW:2:2.1: Establishing a topic (Local)

W:IW:2:2.2: Restating a given focus/controlling idea on a topic (purpose) (Local)

Grade – 2

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	Grade Level Expectations
	W:IW:2:3.1: Including details/information relevant to topic <u>and/or focus</u> (Local) W:IW:2:3.2: Using sufficient details/pictures to illustrate facts (Local)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and Mechanics
(C:1)

Grade Level Expectations

W:C:2:1.1: Not assessed at this grade level

W:C:2:1.2: Using capital letters for the beginning of sentences and names (Local)

W:C:2:1.3: Not assessed at this grade level

W:C:2:1.4: Using correct *end* punctuation in simple sentences (e.g., period) (Local)

W:C:2:1.5a: Correctly spelling grade-appropriate, high-frequency words (Local)

W:C:2:1.5b: Correctly spelling most words with regularly spelled patterns (e.g., consonant-vowel consonant, CVC with silent e, one syllable words with blends) (Local)

W:C:2:1.5c: Giving a readable and accurate phonetic spelling for words that have not been taught (Local)

Grade – 2

Written and Oral Communication

*Written and Oral Communication Content Cluster: Habits of Writing
(HW:1&2)*

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process (HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively (HW:2)

Not assessed at this grade level

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Interactive Listening
(OC:1)

Grade Level Expectations

- W:OC:2:1.1: Following multi-step verbal instructions and directions to answer questions
- W:OC:2:1.2: Conversing, and asking questions to what has been heard (e.g., stories, songs or poems)
- W:OC:2:1.3: Not assessed at this grade level
- W:OC:2:1.4: Not assessed at this grade level
- W:OC:2:1.5a: Understanding that meaning can be conveyed by facial expressions
- W:OC:2:1.5b: Attending to speaker and waiting for appropriate turn to speak

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations
(OC:2)

- W:OC:2:2.1: Orally ordering ideas in a sequence, carrying on a conversation, asking and answering questions
- W:OC:2:2.2: Using various linguistic elements and structures to convey meaning
- W:OC:2:2.3: Telling stories or giving information using details
- W:OC:2:2.4: Not assessed at this grade level
- W:OC:2:2.5: Using eye-contact and adjustment of rate and volume

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:3:1.1: <u>Writing a variety of complete simple sentences</u> (Local) EXAMPLES: declarative, exclamatory, and interrogative</p> <p>W:SL:3:1.2: Recognizing indentations for new paragraphs) (Local)</p> <p>W:SL:3:1.3: Not assessed at this grade level</p> <p>W:SL:3:1.4: Not assessed at this grade level</p> <p>W:SL:3:1.5: <u>Recognizing complete sentences</u> (Local) EXAMPLES: simple and compound sentences</p> <p>W:SL:3:1.6: Applying directionality as appropriate to text (Local)</p>

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	<p>W:RC:3:1.1: Selecting <u>appropriate</u> information to set context/background (Local) EXAMPLE: When setting context, include author, title, brief summary</p> <p>W:RC:3:1.2: Selecting ideas that support the development of a summary</p> <p>W:RC:3:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (Local)</p>

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	W:RC:3:2.1: Stating a focus (purpose), when responding to a given question (Local)
	W:RC:3:2.2: Making inferences about content, events, characters, or setting (Local)
	W:RC:3:2.3: Using details or references to text to support focus (Note: support may include prior knowledge) (Local)
	W:RC:3:2.4: Organizing ideas, <u>using basic transition words</u> (e.g., first, next, then, finally) and having a concluding statement (Local)

Grade – 3

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:2:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies
(EW:1)

Grade Level Expectations

- W:EW:3:1.1: Creating a clear, understandable story line with a beginning, middle, and end (Local)
- W:EW:3:1.2: Not assessed at this grade level
- W:EW:3:1.3: Using basic transition words, when appropriate

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies
(EW:2)

- W:EW:3:2.1: Using details (Local)
- W:EW:3:2.2: Not assessed at this grade level
- W:EW:3:2.3: Creating character(s) through description of physical attributes (Local)
- W:EW:3:2.4: Not assessed at this grade level
- W:EW:3:2.5: Writing about observations and experiences (Local)
- W:EW:3:2.6: Extending and elaborating ideas with purpose (Local)

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	Grade Level Expectations
	<p>W:IW:3:1.1: Using a given organizational structure for grouping facts and <u>ideas</u> (e.g., template, frame, graphic organizer) (Local)</p> <p>W:IW:3:1.2: Selecting <u>appropriate</u> facts to set context/background (Local)</p> <p>W:IW:3:1.3a: <u>Using basic transition words, when appropriate</u> (Local)</p> <p>W:IW:3:1.3b: <u>Using numbering or words to arrange the steps in a logical manner</u> (Local)</p> <p>W:IW:3:1.4: Providing a concluding statement (Local)</p> <p>W:IW:3:1.5: Providing a list of resources (e.g. materials to be used in a task) (Local)</p>

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	<p>W:IW:3:2.1: Establishing a topic (Local)</p> <p>W:IW:3:2.2: <u>Stating</u> a focus/controlling idea on a topic (Local) EXAMPLES: “Dogs” = topic; “Dogs make good pets” = focus</p>
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Grade – 3

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	Grade Level Expectations
	W:IW:3:3.1: Including details/information relevant to topic and/or focus (Local) W:IW:3:3.2: <u>Including sufficient details for appropriate depth of information: naming, describing, explaining, comparing, using visual images</u> (Local)

Grade – 3

Written and Oral Communication

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and
Mechanics
(C:1)

Grade Level Expectations

W:C:3:1.1: Not assessed at this grade level

W:C:3:1.2: Using capital letters for the beginning of sentences and names (Local)

W:C:3:1.3: Not assessed at this grade level

W:C:3:1.4: Using *end* punctuation correctly in simple sentences (i.e., period, question mark, exclamation point) (Local)

W:C:3:1.5: Correctly spelling grade-appropriate, high-frequency words and using within-word patterns to correct spelling EXAMPLES: single syllable words, regular long and short vowels

Grade – 3

Written and Oral Communication

*Written and Oral Communication Content Cluster: Habits of Writing
(HW:1&2)*

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

- W:HW:3:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)
- W:HW:3:2.2: Sharing thoughts, observations, or impressions (Local)
- W:HW:3:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook
- W:HW:3:2.4: Not assessed at this grade level

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Interactive Listening (OC:1)	Grade Level Expectations
	<p>W:OC:3:1.1: Following multi-step verbal instructions and directions to answer questions, or to solve problems</p> <p>W:OC:3:1.2: Understanding content to summarize and question about what has been presented (e.g., stories, songs, or poems)</p> <p>W:OC:3:1.3: Not assessed at this grade level</p> <p>W:OC:3:1.4: Participating in large group discussions to show understanding of how other group members think</p> <p>W:OC:3:1.5a: Understanding how alternative nonverbal actions reinforce a verbal message (e.g., use of gestures)</p> <p>W:OC:3:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>

W:OC:2: In oral communication, students make oral presentations by...

<p>Make Oral Presentations (OC:2)</p>	<p>W:OC:3:2.1: Identifying standards for good speaking in different kinds of small groups and cultural settings</p> <p>W:OC:3:2.2: Using various linguistic elements and structures to convey meaning</p> <p>W:OC:3:2.3: Telling stories, giving information using details and providing a conclusion</p> <p>W:OC:3:2.4: Not assessed at this grade level</p> <p>W:OC:3:2.5: Using eye contact and adjusting rate, pace and volume</p>
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Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs,
Text Structures
(SL:1)

Grade Level Expectations

W:SL:4:1.1: Writing a variety of complete simple and compound sentences (State)

W:SL:4:1.2: Using the paragraph form: indenting, main idea, supporting details (State)

W:SL:4:1.3: Not assessed at this grade level

W:SL:4:1.4: Not assessed at this grade level

W:SL:4:1.5: Subsumed in W:SL:4:1.1

W:SL:4:1.6: Applying directionality as appropriate to text (Local)

Grade – 4

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or
Informational Text – Showing
Understanding of Ideas in Text
(RC:1)

Grade Level Expectations

W:RC:4:1.1a: Selecting appropriate information to set context/background (State)

W:RC:4:1.1b: Writing an introduction that sets context/background (Local)

W:RC:4:1.2: Summarizing ideas (Local)

W:RC:4:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, which might include other texts (State)

Grade – 4

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	Grade Level Expectations
	<p>W:RC:4:2.1: Stating <u>and maintaining</u> a focus (purpose) when responding to a given question (State)</p> <p>W:RC:4:2.2: Making inferences about content, events, characters, setting, or <u>common themes</u> (State) EXAMPLE (of theme): honesty isn't always easy</p> <p>W:RC:4:2.3: Using <u>specific details</u> <u>and</u> references to text to support focus (State)</p> <p>W:RC:4:2.4: Organizing ideas, using <u>transition words/phrases</u> <u>and</u> <u>writing a conclusion</u> (State)</p>

Grade – 4

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)

Grade Level Expectations

W:EW:4:1.1: Creating a clear, understandable story line with a beginning, middle, and end (State)

W:EW:4:1.2: Establishing a problem and solution (State)

W:EW:4:1.3: Establishing transitions by using signal words/phrases (Local)

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies (EW:2)

W:EW:4:2.1: Using relevant and descriptive details (State)

W:EW:4:2.2: Not assessed at this grade level

W:EW:4:2.3a: Identifying characters (State)

W:EW:4:2.3b: Creating character(s) through description of physical attributes and behaviors (Local)

W:EW:4:2.4: Not assessed at this grade level

W:EW:4:2.5: Writing about observations and experiences (Local)

W:EW:4:2.6: Selecting and elaborating important ideas (Local)

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

Grade Level Expectations

W:IW:4:1.1: Grouping ideas logically (e.g., predictable categories, steps of a procedure, reasons/arguments) (State)

W:IW:4:1.2a: Writing an introduction that sets the context (including materials list in procedures) (State)

W:IW:4:1.2b: Selecting appropriate information to set context/background (Local)

W:IW:4:1.3a: Using transition words or phrases (State)

W:IW:4:1.3b: Using numbering or words to arrange the steps in a logical manner (Local)

W:IW:4:1.4: Writing a conclusion (State)

W:IW:4:1.5: Providing a list of resources (e.g. materials used in a tasks; sources used for reference) (Local)

Grade – 4

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or
Persuasive Writing – Organizing
and Conveying Information
(IW:2)

Grade Level Expectations

W:IW:4:2.1: Establishing a topic (State)

W:IW:4:2.2: Stating and maintaining a focus/controlling idea on a topic (State)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures,
or Persuasive Writing
– Using Elaboration
Strategies

W:IW:4:3.1: Including facts and details relevant to focus/controlling idea (State)

W:IW:4:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (State)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Grade Level Expectations

Applying Rules of Grammar, Usage, and Mechanics
(C:1)

W:C:4:1.1: Identifying grammatical errors, when given examples (State) EXAMPLES: he don't; Him and me went

W:C:4:1.2: Applying basic capitalization rules (State) EXAMPLES: names, beginning sentences, proper nouns, titles

W:C:4:1.3: Using commas correctly in dates and in a series (Note: either form is correct – *x, y, and z* or *x, y and z*) (State)

W:C:4:1.4: Using *end* punctuation correctly in a variety of sentence structures (State)

W:C:4:1.5: Correctly spelling grade-appropriate, high-frequency words and recognizing syllables and affix patterns/rules that are characteristic of the English spelling system (State) EXAMPLES: consonant doubling, change y to i, drop silent e, spelling rules for affixes

Grade – 4

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:4:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)

W:HW:4:2.2: Sharing thoughts, observations, or impressions (Local)

W:HW:4:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, and letters and personal notes

W:HW:4:2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	<p>W:OC:4:1.1: Following verbal instructions to perform tasks, to answer questions, or to solve problems</p> <p>W:OC:4:1.2: Identifying cue words to categorize and understand content to summarize, question or contribute to information presented</p> <p>W:OC:4:1.3: Not assessed at this grade level</p> <p>W:OC:4:1.4: Participating in large and small group discussions to show understanding how other group members think.</p> <p>W:OC:4:1.5a: Identifying choices, alternatives and consequences for problem solving</p> <p>W:OC:4:1.5b: Attending to speaker and waiting for appropriate turn to speak</p>

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations (OC:2)	<p>W:OC:4:2.1: Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)</p> <p>W:OC:4:2.2: Identifying how different verbal and nonverbal choices alter the meanings conveyed to others</p> <p>W:OC:4:2.3: Telling stories, giving information using details, providing conclusions that include inflectional tone to convey meaning EXAMPLE: using books, pictures, graphics, or artifacts</p> <p>W:OC:4:2.4: Providing effective and appropriate feedback</p> <p>W:OC:4:2.5: Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)</p>
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Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:5:1.1: <u>Using varied sentence length and structure to enhance meaning</u> (e.g., including phrases and clauses) (Local)</p> <p>W:SL:5:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:5:1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequential, chronology, proposition/support, compare/contrast EXAMPLE: When given a paragraph and a list of text structures</p> <p>W:SL:5:1.4: Not assessed at this grade level</p> <p>W:SL:5:1.5: Subsumed in W:SL:5:1.1</p> <p>W:SL:5:1.6: Applying directionality as appropriate to text (Local) EXAMPLE: double-columned text</p>

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	<p>W:RC:5:1.1: Selecting appropriate information to set context/background (Local) EXAMPLE: When setting context, include introduction of a character to make sure the reader understands who the character is</p> <p>W:RC:5:1.2: Summarizing <u>key</u> ideas (Local)</p> <p>W:RC:5:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge <u>or other texts</u>, <u>by referring to relevant ideas</u> (Local)</p>

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	Grade Level Expectations
	<p>W:RC:5:2.1: Stating and maintaining a focus (purpose) when responding to a given a question (Local)</p> <p>W:RC:5:2.2: Making inferences about the content, events, characters, setting, or common themes (Local)</p> <p>W:RC:5:2.3: Using specific details and references to text <u>or citations</u> to support focus (Local)</p> <p>W:RC:5:2.4: Organizing ideas, using transition words/phrases and <u>writing a conclusion that provides closure</u> (Local)</p>

Grade – 5

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies
(EW:1)

Grade Level Expectations

W:EW:5:1.1: Creating a clear and coherent (logically consistent) story line (Local)

W:EW:5:1.2: Establishing context (setting or background information), problem/conflict/challenge, and resolution (Local)

W:EW:5:1.3: Using transition words/phrases to establish clear chronology and to enhance meaning (Local)

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies
(EW:2)

W:EW:5:2.1: Using relevant and descriptive details and sensory language to advance the plot/story line (Local)

W:EW:5:2.2: Using dialogue to advance plot/story line (Local)

W:EW:5:2.3: Developing characters through description (Local)

W:EW:5:2.4: Not assessed at this grade level

W:EW:5:2.5: Establishing a focus when writing about observations and experiences (Local)

W:EW:5:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing –
Organizing and Conveying Information
(IW:1)

Grade Level Expectations

W:IW:5:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast

W:IW:5:1.2: Selecting appropriate information to set the context

W:IW:5:1.3: Using transition words or phrases appropriate to organizing text structure (Local) EXAMPLES: for procedures – using numbering, ordering; for compare/contrast - using “on the other hand”

W:IW:5:1.4: Writing a conclusion that provides closure (Local)

W:IW:5:1.5: Providing a list of resources (e.g. materials used in a tasks; sources used for reference) (Local)

Grade – 5

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	Grade Level Expectations
	W:IW:5:2.1: Establishing a topic (Local) W:IW:5:2.2: Stating and maintaining a focus/controlling idea on a topic (Local)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	W:IW:5:3.1: Including facts and details relevant to focus/controlling idea, and <u>excluding extraneous information</u> (Local) W:IW:5:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)
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Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and Mechanics (C:1)	Grade Level Expectations
	<p>W:C:5:1.1: Identifying or <u>correcting</u> grammatical errors (Local) EXAMPLES: subject-verb agreement</p> <p>W:C:5:1.2: Applying basic capitalization rules</p> <p>W:C:5:1.3: Subsumed in W:C:5:1.4</p> <p>W:C:5:1.4: <u>Using punctuation to clarify meaning</u> (Local) EXAMPLES: commas, apostrophes, quotation marks</p> <p>W:C:5:1.5: Correctly spelling grade-appropriate, high-frequency words, <u>including homonyms and homophones and applying syllables and affix spelling patterns/rules</u> EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>

Grade – 5

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

- W:HW:5.2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)
- W:HW:5.2.2: Sharing thoughts, observations, or impressions (Local)
- W:HW:5.2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals
- W:HW:5.2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	<p>W:OC:5:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:5:1.2: <u>Summarizing, paraphrasing, questioning, or contributing to information presented</u> (Local)</p> <p>W:OC:5:1.3: Not assessed at this grade level</p> <p>W:OC:5:1.4: <u>Participating in large and small group discussions showing respect for a range of individual ideas</u> (Local)</p> <p>W:OC:5:1.5: <u>Reaching consensus to solve a problem, make a decision, or achieve a goal</u> (Local)</p>
W:OC:2: In oral communication, students make oral presentations by...	
Make Oral Presentations (OC:2)	<p>W:OC:5:2.1: Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)</p> <p>W:OC:5:2.2: Using verbal and nonverbal choices to convey consistent focus</p> <p>W:OC:5:2.3: Telling stories, giving information using details and providing a coherent conclusion EXAMPLE: using books, pictures, displays, graphics, or artifacts</p> <p>W:OC:5:2.4: Providing effective and appropriate feedback to audience and small groups</p> <p>W:OC:5:2.5: Using variety of strategies to engage audience (e.g., eye contact, voice tone, and gestures)</p>

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:6:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)</p> <p>W:SL:6:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:6:1.3: Recognizing organizational structures <i>within</i> paragraphs (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast</p> <p>W:SL:6:1.4: Applying a format and text structure appropriate to the purpose of the writing (Local) EXAMPLE: Given a paragraph, students write the next paragraph, using appropriate and consistent text structure</p> <p>W:SL:6:1.5: Subsumed in W:SL:6:1.1</p> <p>W:SL:6:1.6: Applying directionality as appropriate to text (Local)</p>

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	<p>W:RC:6:1.1: Selecting appropriate information to set context/background (Local)</p> <p>W:RC:6:1.2: Summarizing key ideas (Local)</p> <p>W:RC:6:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge or other texts, by referring to relevant ideas (Local)</p> <p>W:RC:6:1.4: Not assessed at this grade level</p>

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)	Grade Level Expectations
	<p>W:RC:6:2.1: Stating and maintaining a focus (purpose), <u>a firm judgment, or point of view</u> when responding to a given question (Local)</p> <p>W:RC:6:2.2: Making inferences about content, events, characters, setting, or common themes <u>and the relationship(s) among them</u> (Local) EXAMPLE: Identifying theme and then making links between content/events and theme</p> <p>W:RC:6:2.3: Using specific details and references to text <u>or relevant citations to support focus or judgment</u> (Local)</p> <p>W:RC:6:2.4: Organizing ideas, using transition words/phrases and writing a conclusion that provides closure (Local)</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and
Applying Narrative Strategies
(EW:1)

Grade Level Expectations

W:EW:6:1.1: Creating a clear and coherent (logically consistent) story line

W:EW:6:1.2: Establishing context, problem/conflict/ challenge, and resolution, and maintaining point of view, (1st person, 3rd person, or omniscient)

W:EW:6:1.3: Using transition words/phrases to establish clear chronology and to enhance meaning

W:EW:6:1.4: Not assessed at this grade level

W:EW:6:1.5: Not assessed at this grade level

W:EW:6:1.6: Not assessed at this grade level

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative
Strategies
(EW:2)

W:EW:6:2.1: Using relevant and descriptive details and sensory language to advance the plot/story line (Local) EXAMPLE: I could hear bells ringing. It sent shivers down my spine.

W:EW:6:2.2: Using dialogue to advance plot/story line (Local)

W:EW:6:2.3: Developing characters through description, dialogue, and actions (Local)

W:EW:6:2.4: Using voice appropriate to purpose (Local)

W:EW:6:2.5: Maintaining focus (Local)

W:EW:6:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)

W:EW:6:2.7: Not assessed at this level

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:3: In writing poetry, students demonstrate awareness of purpose by...

	Grade Level Expectations
Poetry EW:3	<p>W:EW:6:3.1: Not assessed at this grade level</p> <p>W:EW:6:3.2: Not assessed at this grade level</p> <p>W:EW:6:3.3: Not assessed at this grade level</p>

W:EW:4: In writing poetry, use language effectively by...

Poetry EW:4	<p>W:EW:6:4.1: Not assessed at this grade level</p> <p>W:EW:6:4.2: Not assessed at this grade level</p> <p>W:EW:6:4.3: Not assessed at this grade level</p> <p>W:EW:6:4.4: Not assessed at this grade level</p>
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Grade – 6

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

	Grade Level Expectations
Reflective Essay EW:5	W:EW:6:5.1: Not assessed at this grade level
	W:EW:6:5.2: Not assessed at this grade level
	W:EW:6:5.3: Not assessed at this grade level
	W:EW:6:5.4: Not assessed at this grade level
	W:EW:6:5.5: Not assessed at this grade level
	W:EW:6:5.6: Not assessed at this grade level

Grade – 6

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	Grade Level Expectations
	<p>W:IW:6:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast</p> <p>W:IW:6:1.2: Selecting appropriate information to set context, <u>which may include a lead/hook</u> (Local) EXAMPLES (of lead/hook): startling statistic, anecdote/scenario, moving from the general to the specific, quotation</p>

Grade – 6		Written and Oral Communication	
Written and Oral Communication Content Cluster: <i>Informational Writing</i> (IW: 1-3)			
W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...			
Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	Grade Level Expectations		
	<p>W:IW:6:2.1: Establishing a topic (Local)</p> <p>W:IW:6:2.2: Stating and maintaining a focus/controlling idea on a topic (Local)</p> <p>W:IW:6:2.3: Not assessed at this grade level</p> <p>W:IW:6:2.4: Not assessed at this grade level</p> <p>W:IW:6:2.5: Not assessed at this grade level</p>		
W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:			
Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	<p>W:IW:6:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)</p> <p>W:IW:6:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)</p> <p>W:IW:6:3.3: <u>Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports)</u> (Local)</p> <p>W:IW:6:3.4: Not assessed at this grade level</p>		

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and Mechanics (C:1)	Grade Level Expectations
	<p>W:C:6:1.1: <u>Applying rules of standard English usage to correct grammatical errors</u> EXAMPLES: subject-verb agreement, <u>irregular plurals, sentence fragments and run-ons</u></p> <p>W:C:6:1.2: Applying basic capitalization rules</p> <p>W:C:6:1.3: Subsumed in W:C:6:1.4</p> <p>W:C:6:1.4: Using punctuation to clarify meaning EXAMPLES: commas, apostrophes, quotation marks</p> <p>W:C:6:2.5: Correctly spelling grade-appropriate, high-frequency words, including homonyms and homophones and applying syllables and affix spelling patterns/rules (Local) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes</p>

Grade – 6

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:6.2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)

W:HW:6.2.2: Sharing thoughts, observations, or impressions (Local)

W:HW:6.2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics

W:HW:6.2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	<p>W:OC:6:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:6:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:6:1.3: Not assessed at this grade level</p> <p>W:OC:6:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:6:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations (OC:2)	<p>W:OC:6:2.1: Demonstrating skills and logical organization and language use in interpersonal, small group and public exchanges (e.g., discussions, interviews)</p> <p>W:OC:6:2.2: Using verbal and nonverbal choices to convey consistent focus</p> <p>W:OC:6:2.3: Telling stories, giving information using details /elaboration and providing a coherent conclusion EXAMPLE: using books, pictures displays, graphics or artifacts</p> <p>W:OC:6:2.4: Effectively responding to audience questions and feedback</p> <p>W:OC:6:2.5: <u>Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively</u> (Local)</p> <p>W:OC:6:2.6: Not assessed at this grade level</p>
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Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	W:SL:7:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)
	W:SL:7:1.2: Using the paragraph form: indenting, main idea, supporting details (State)
	W:SL:7:1.3: Recognizing organizational structures within paragraphs <u>or within texts</u> (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
	W:SL:7:1.4: Applying a format and text structure appropriate to the purpose of the writing (State)
	W:SL:7:1.5: Subsumed in W:SL:7:1.1 W:SL:7:1.6: Applying directionality as appropriate to text (Local)

Grade – 7

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	<p data-bbox="279 695 1507 743">W:RC:7:1.1: Selecting and summarizing key ideas to set context (State)</p> <p data-bbox="279 783 721 816">W:RC:7:1.2: Subsumed in W:RC:7:1.1</p> <p data-bbox="279 856 1507 940">W:RC:7:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, <u>or</u> the broader world of ideas, by referring to <u>and explaining</u> relevant ideas (State)</p> <p data-bbox="279 980 799 1014">W:RC:8:1.4: Not assessed at this grade level</p>

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

Grade Level Expectations

W:RC:7:2.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (State)

W:RC:7:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (State) EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres

W:RC:7:2.3: Using specific details and references to text or relevant citations to support focus or judgment (State)

W:RC:7:2.4: Organizing ideas, using transitional words/phrases and writing a conclusion that provides closure (State)

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	Grade Level Expectations
	<p data-bbox="285 716 1505 768">W:EW:7:1.1: Creating a clear and coherent (logically consistent) story line (State)</p> <p data-bbox="285 837 1505 921">W:EW:7:1.2: Establishing context, <u>character motivation</u>, problem/conflict/challenge, and resolution and maintaining point of view (State)</p> <p data-bbox="285 999 1505 1083">W:EW:7:1.3: <u>Using a variety of effective transitional devices</u> (e.g., <u>ellipses</u>, <u>time transitions</u>, <u>white space</u>, or words/phrases) to enhance meaning (State)</p> <p data-bbox="285 1125 812 1157">W:EW:7:1.4: Not assessed at this grade level</p> <p data-bbox="285 1199 959 1230">W:EW:7:1.5: Establishing and maintaining a theme (Local)</p> <p data-bbox="285 1272 854 1304">W:EW:7:1.6: Providing a sense of closure (Local)</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies (EW:2)	Grade Level Expectations
	<p data-bbox="277 716 1503 804">W:EW:7:2.1: Using relevant and descriptive details and sensory language to advance the plot/story line (State)</p> <p data-bbox="277 842 1503 905">W:EW:7:2.3: Developing characters through description, dialogue, and actions (State)</p> <p data-bbox="277 940 1503 993">W:EW:7:2.4: Using voice appropriate to purpose (State)</p> <p data-bbox="277 1031 1503 1083">W:EW:7:2.5: Maintaining focus (State)</p> <p data-bbox="277 1121 1398 1163">W:EW:7:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)</p> <p data-bbox="277 1194 732 1236">W:EW:7:2.7: Not assessed at this level</p>

Grade – 7

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:3: In writing poetry, students demonstrate awareness of purpose by...

Grade Level Expectations

Poetry
EW:3

W:EW:7.3.1: Not assessed at this grade level

W:EW:7.3.2: Writing poems that express the speaker’s moods, thoughts, or feelings (Local)

W:EW:7.3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): free verse, haiku, concrete poems

W:EW:4: In writing poetry, use language effectively by...

Poetry
EW:4

W:EW:7.4.1: Not assessed at this grade level

W:EW:7.4.2: Not assessed at this grade level

W:EW:7.4.3: Not assessed at this grade level

W:EW:7.4.4: Not assessed at this grade level

Grade – 7

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing*
(EW: 1 - 5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

Grade Level Expectations

Reflective Essay
EW:5

W:EW:7:5.1: Not assessed at this grade level

W:EW:7:5.2: Not assessed at this grade level

W:EW:7:5.3: Not assessed at this grade level

W:EW:7:5.4: Not assessed at this grade level

W:EW:7:5.5: Not assessed at this grade level

W:EW:7:5.6: Not assessed at this grade level

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)

Grade Level Expectations

W:IW:7:1.1: Using an organizational text structure appropriate to focus/controlling idea (State)
EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution

W:IW:7:1.2: Selecting appropriate information to set context, which may include a lead/hook (State)

W:IW:7:1.3: Using transitional words or phrases appropriate to organizational text structure (State)

W:IW:7:1.4: Writing a conclusion that provides closure (State)

Grade – 7 Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing - Organizing and Conveying Information (IW:2)	Grade Level Expectations
	W:IW:7:2.1: Establishing a topic (State)
	W:IW:7:2.2: Stating and maintaining a focus/controlling idea (State)
	W:IW:7:2.3: <u>Writing with a sense of audience, when appropriate</u> (State)
	W:IW:7:2.4: Not assessed at this grade level
W:IW:7:2.5: Not assessed at this grade level	

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	W:IW:7:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (State)
	W:IW:7:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (State)
	W:IW:7:3.3: Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (State)
	W:IW:7:3.4: <u>Commenting on the significance of information, when appropriate</u> (State)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Grade Level Expectations

Applying Rules of Grammar, Usage, and Mechanics
(C:1)

W:C:7:1.1: Applying rules of standard English usage to correct grammatical errors EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns (State)

W:C:7:1.2: Applying capitalization rules (State)

W:C:7:1.3: Subsumed in W:C:7:1.4

W:C:7:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (State)
EXAMPLES: colons, semicolons

W:C:7:2.5: Correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules (State) EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

Grade – 7

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:7:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)
W:HW:7:2.2: Sharing thoughts, observations, or impressions (Local)
W:HW:7:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics
W:HW:7:2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	<p>W:OC:7:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:7:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:7:1.3: Not assessed at this grade level</p> <p>W:OC:7:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:7:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>
W:OC:2: In oral communication, students make oral presentations by...	
Make Oral Presentations (OC:2)	<p>W:OC:7:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:7:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:7:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:7:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:7:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W:OC:7:2.6: Not assessed at this grade level</p>

Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:8:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (Local)</p> <p>W:SL:8:1.2: Using the paragraph form: indenting, main idea, supporting details (Local)</p> <p>W:SL:8:1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, <u>cause/effect</u>, <u>investigation</u></p> <p>W:SL:8:1.4: Applying a format and text structure appropriate to the purpose of the writing (Local)</p> <p>W:SL:8:1.5: Subsumed in W:SL:8:1.1</p> <p>W:SL:8:1.6: Applying directionality as appropriate to text (Local)</p>

Grade – 8

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or
Informational Text – Showing
Understanding of Ideas in Text
(RC:1)

Grade Level Expectations

W:RC:8:1.1: Selecting and summarizing key ideas to set context (Local)

W:RC:8:1.2: Subsumed in W:RC:8:1.1

W:RC:8:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas (Local)

W:RC:8:1.4: Not assessed at this grade level

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational
Text – Making Analytical Judgments about Text
(RC:2)

Grade Level Expectations

W:RC:8.2.1: Stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question (Local)

W:RC:8.2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (Local) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W:RC:8.2.3: Using specific details and references to text or relevant citations to support focus or judgment (Local)

W:RC:8.2.4: Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (Local)

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	Grade Level Expectations
	<p>W:EW:8:1.1: Creating a clear and coherent (logically consistent) story line (Local)</p> <p>W:EW:8:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view (Local)</p> <p>W:EW:8:1.3: Using a variety of effective transitional devices (e.g., ellipses, time transitions, white space, or words/phrases) to enhance meaning (Local)</p> <p>W:EW:8:1.4: Not assessed at this grade level</p> <p>W:EW:8:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:8:1.6: Providing a sense of closure (Local)</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:2: Students demonstrate use of narrative strategies by...

Narrative Writing – Applying Narrative Strategies (EW:2)	Grade Level Expectations
	<p>W:EW:8:2.1: <u>Creating images</u>, using details and sensory language to advance the plot/story line (Local)</p> <p>W:EW:8:2.2: Using dialogue to advance plot/story line (Local)</p> <p>W:EW:8:2.3: Developing characters through description, dialogue, actions, <u>and relationships with other characters, when appropriate</u> (Local)</p> <p>W:EW:8:2.4: Using voice appropriate to purpose (Local)</p> <p>W:EW:8:2.5: Maintaining focus (Local)</p> <p>W:EW:8:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)</p> <p>W:EW:8:2.7: Controlling the pace of the story (Local) EXAMPLE: Developing the narrative with greatest emphasis on the most important parts</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:3: In writing poetry, students demonstrate awareness of purpose by...

Grade Level Expectations	
Poetry EW:3	<p>W:EW:8:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)</p> <p>W:EW:8:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)</p> <p>W:EW:8:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (Text structures): free verse, haiku, concrete poems</p>
W:EW:4: In writing poetry, use language effectively by...	
Poetry EW:4	<p>W:EW:8:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)</p> <p>W:EW:8:4.2: Using rhyme, figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia (Local)</p> <p>W:EW:8:4.3: Not assessed at this grade level</p> <p>W:EW:8:4.4: Using a variety of poetic forms (Local)</p>

Grade – 8

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing*
(EW: 1 - 5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

Grade Level Expectations

Reflective Essay
EW:5

W:EW:8:5.1: Engaging the reader by establishing context (purpose) (Local)

W:EW:8:5.2: Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (Local)

W:EW:8:5.3: Not assessed at this grade level

W:EW:8:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)

W:EW:8:5.5: Providing closure - leaving the reader with something to think about (Local)

W:EW:8:5.6: Not assessed at this grade level

Grade – 8

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive
Writing – Organizing and Conveying
Information
(IW:1)

Grade Level Expectations

W:IW:8:1.1: Using an organizational text structure appropriate to focus/controlling idea (Local) EXAMPLES (of text structures): sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation

W:IW:8:1.2: Selecting appropriate information to set context, which may include a lead/hook (Local)

Grade – 8

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing -
Organizing and Conveying Information
(IW:2)

Grade Level Expectations

W:IW:8:2.1: Establishing a topic (Local)

W:IW:8:2.2: Stating and maintaining a focus/controlling idea/thesis (Local)

W:IW:8:2.3: Writing with a sense of audience, when appropriate (Local)

W:IW:8:2.4: Establishing an authoritative voice (Local)

W:IW:8:2.5: Not assessed at this grade level

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive
Writing – Using Elaboration Strategies
(IW:3)

W:IW:8:3.1: Including facts and details relevant to focus/controlling idea, and excluding extraneous information (Local)

W:IW:8:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, using visual images (Local)

W:IW:8:3.3: Addressing readers’ concerns (including counterarguments – in persuasive writing; addressing potential problems –in procedures; providing context –in reports) (Local)

W:IW:8:3.4: Commenting on the significance of the information, when appropriate (Local)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and Mechanics
(C:1)

Grade Level Expectations

W:C:8:1.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns

W:C:8:1.2: Applying capitalization rules (Local)

W:C:8:1.3: Subsumed in W:C:8:1.4

W:C:8:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: hyphens, dashes, parentheses

W:C:8:2.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation

Grade – 8

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:8.2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)

W:HW:8.2.2: Sharing thoughts, observations, or impressions (Local)

W:HW:8.2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

W:HW:8.2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	<p>W:OC:8:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:8:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:8:1.3: Not assessed at this grade level</p> <p>W:OC:8:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:8:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations (OC:2)	<p>W:OC:8:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:8:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:8:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</p> <p>W:OC:8:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:8:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, inflection, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W:OC:8:2.6: Not assessed at this grade level</p>
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Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

<p>Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)</p>	<p>Grade Level Expectations</p>
	<p>W:SL:10:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses) (State)</p>
	<p>W:SL:10:1.2: Using paragraph <u>structures appropriately</u> (e.g., <u>block or indented format</u>) (Local)</p>
	<p>W:SL:10:1.3: Recognizing organizational structures within paragraphs or within texts (State) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, <u>deductive/inductive</u></p>
	<p>W:SL:10:1.4: Applying a format and text structure appropriate to purpose, <u>audience, and context</u> (State)</p>
	<p>W:SL:10:1.5: Subsumed in W:SL:10:1.1</p> <p>W:SL:10:1.6: Applying directionality as appropriate to text (Local)</p>

Grade – 10

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or
Informational Text – Showing
Understanding of Ideas in Text
(RC:1)

Grade Level Expectations

W:RC:10:1.1: Selecting and summarizing key ideas to set context, appropriate to audience (State)

W:RC:10:1.2: Subsumed in W:RC:10:1.1

W:RC:10:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes (State)

W:RC:10:1.4: Not assessed at this grade level

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text (RC:2)

Grade Level Expectations

W:RC:10.2.1a: Establishing an interpretive claim/assertion in the form of a thesis (purpose), when responding to a given prompt (State)

W:RC:10.2.1b: Establishing an interpretive claim/assertion in the form of a thesis (purpose) (Local)

W:RC:10.2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft (State) EXAMPLES: Making links to author’s choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W:RC:10.2.3: Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (State)

W:RC:10.2.4: Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (State)

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying
Narrative Strategies
(EW:1)

Grade Level Expectations

W:EW:10:1.1: Creating a clear and coherent (logically consistent) story line (Local)

W:EW:10:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)

W:EW:10:1.3: Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)

W:EW:10:1.4: Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)

W:EW:10:1.5: Establishing and maintaining a theme (Local)

W:EW:10:1.6: Providing a sense of closure (Local)

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:10:2: Students demonstrate use of narrative strategies to engage the reader by...

Narrative Writing – Applying Narrative Strategies (EW:2)	Grade Level Expectations
	<p>W:EW:10:2.1: Creating images, using <u>relevant and descriptive</u> details and sensory language to advance the plot/story line (Local)</p> <p>W:EW:10:2.2: Using dialogue to advance plot/story line (Local)</p> <p>W:EW:10:2.3: Developing characters through description, dialogue, actions, and relationships with other characters, when appropriate (Local)</p> <p>W:EW:10:2.4: Using voice appropriate to purpose (Local)</p> <p>W:EW:10:2.5: Maintaining focus (Local)</p> <p>W:EW:10:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)</p> <p>W:EW:10:2.7: Controlling the pace of the story (Local) EXAMPLE: Intentional use of sentence length and punctuation</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:3: In writing poetry, students demonstrate awareness of purpose by...

Grade Level Expectations	
Poetry EW:3	<p>W:EW:10:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)</p> <p>W:EW:10:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)</p> <p>W:EW:10:3.3: Choosing conventional or alternative text structures to achieve impact (Local) EXAMPLES (text structures): sonnet, free verse, haiku, ballad, ode, concrete poems</p>

W:EW:4: In writing poetry, use language effectively by...

Poetry EW:4	<p>W:EW:10:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)</p> <p>W:EW:10:4.2: Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, <u>metaphor</u></p> <p>W:EW:10:4.3: Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)</p> <p>W:EW:10:4.4: Using a variety of poetic forms (Local)</p>
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Written and Oral Communication Content Cluster: *Expressive Writing*
(EW: 1 - 5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

Grade Level Expectations

Reflective Essay
EW:5

W:EW:10:5.1: Engaging the reader by establishing context (purpose) (State)

W:EW:10:5.2: Analyzing a condition or situation of significance (e.g., reflecting on a personal learning or personal growth), or developing a commonplace, concrete occasion as the basis for the reflection (State)

W:EW:10:5.3: Using an organizational structure that allows for a progression of ideas to develop (State)

W:EW:10:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (State)

W:EW:10:5.5: Providing closure - leaving the reader with something to think about (State)

W:EW:10:5.6: Not assessed at this grade level

Grade – 10

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or
Persuasive Writing – Organizing
and Conveying Information
(IW:1)

Grade Level Expectations

W:IW:10:1.1: Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (State) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning

W:IW:10:1.2: Selecting appropriate and relevant information (excluding extraneous details) to set context (State)

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)

Grade Level Expectations

W:IW:10.2.1: Establishing a topic (State)

W:IW:10.2.2: Stating and maintaining a focus/controlling idea/thesis (State)

W:IW:10.2.3: Writing with a sense of audience, when appropriate (State)

W:IW:10.2.4: Establishing an authoritative voice (State)

W:IW:10.2.5: Using precise and descriptive language that clarifies and supports intent (State)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)

W:IW:10.3.1: Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (State)

W:IW:10.3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (State)

W:IW:10.3.3: Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (State)

W:IW:10.3.4: Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (State)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Grade Level Expectations

Applying Rules of Grammar, Usage, and Mechanics
(C:1)

W:C:10:1.1: Applying rules of standard English usage to correct grammatical errors (State)
EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns

W:C:10:1.2: Applying capitalization rules (Local)

W:C:10:1.3: Subsumed in W:C:10:1.4

W:C:10:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (State)
EXAMPLES: hyphens, dashes, parentheses

W:C:10:1.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation

Grade – 10

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:10:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)

W:HW:10:2.2: Sharing thoughts, observations, or impressions (Local)

W:HW:10:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

W:HW:10:2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

	Grade Level Expectations
Interactive Listening (OC:1)	<p>W:OC:10:1.1: Following verbal instructions, to perform specific tasks, to answer questions, or to solve problems (Local)</p> <p>W:OC:10:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented (Local)</p> <p>W:OC:10:1.3: <u>Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message</u> (Local)</p> <p>W:OC:10:1.4: Participating in large and small group discussions showing respect for a range of individual ideas (Local)</p> <p>W:OC:10:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)</p>

W:OC:2: In oral communication, students make oral presentations by...

Make Oral Presentations (OC:2)	<p>W:OC:10:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)</p> <p>W:OC:10:2.2: Maintaining a consistent focus (Local)</p> <p>W:OC:10:2.3: 3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): <u>Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts</u></p> <p>W:OC:10:2.4: Effectively responding to audience questions and feedback (Local)</p> <p>W:OC:10:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)</p> <p>W:OC:10:2.6: <u>Using tools of technology to enhance message</u> (Local)</p>
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Written and Oral Communication Content Cluster: *Structures of Language*
(SL:1)

W:SL:1: Students demonstrate command of the structures of sentences, paragraphs, and text by...

Applying Understanding of Sentences, Paragraphs, Text Structures (SL:1)	Grade Level Expectations
	<p>W:SL:12:1.1: Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure) (Local)</p> <p>W:SL:12:1.2: Using paragraph structures appropriately (e.g., block or indented format) (Local)</p> <p>W:SL:12:1.3: Recognizing organizational structures within paragraphs or within texts (Local) EXAMPLES (of text structures): description, sequence, chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive (Local)</p> <p>W:SL:12:1.4: Applying a format and text structure appropriate to purpose, audience, and context (Local) EXAMPLES (of formats): academic essay, extended research essay, critical analysis</p> <p>W:SL:12:1.5: Subsumed in W:SL:12:1.</p> <p>W:SL:12:1.6: Applying directionality as appropriate to text (Local)</p>

Grade – 12

Written and Oral Communication

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:1: In response to literary or informational text, students show understanding of plot /ideas/concepts by...

Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text (RC:1)	Grade Level Expectations
	<p>W:RC:12:1.1: Selecting and summarizing key ideas to set context, appropriate to audience (Local)</p> <p>W:RC:12:1.2: Subsumed in W:RC:12:1.1</p> <p>W:RC:12:1.3: Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, themes, <u>motifs, or archetypes</u> (Local)</p> <p>W:RC:12:1.4: <u>Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate</u> (Local)</p>

Written and Oral Communication Content Cluster: *Reading Connection*
(RC:1&2)

W:RC:2: In response to literary or informational text read aloud, students make and support analytical judgments about text by...

Writing in Response to Literary or
Informational Text – Making Analytical
Judgments about Text
(RC:2)

Grade Level Expectations

W:RC:12:2.1: Establishing an interpretive claim/assertion in the form of a thesis (purpose) (Local)

W:RC:12:2.2: Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (Local) EXAMPLES: Making links to author's choice of words, style, bias, literary techniques, or point of view; making links to characteristics of literary forms or genres

W:RC:12:2.3: Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (Local)

W:RC:12:2.4: Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (Local)

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:1: In written narratives, students organize and relate a story line/plot/series of events by...

Narrative Writing – Creating a Story Line and Applying Narrative Strategies (EW:1)	Grade Level Expectations
	<p>W:EW:12:1.1: <u>Creating a clear and coherent, logically consistent structure</u> (Local) EXAMPLES: Biographical or historical accounts, fiction or non-fiction stories, personal narratives, narrative poems or songs, parodies of particular narrative styles (fable, soap opera)</p> <p>W:EW:12:1.2: Establishing context, character motivation, problem/conflict/challenge, and resolution, significance of setting, and maintaining point of view (Local)</p> <p>W:EW:12:1.3: Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)</p> <p>W:EW:12:1.4: Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)</p> <p>W:EW:12:1.5: Establishing and maintaining a theme (Local)</p> <p>W:EW:12:1.6: Providing a sense of closure (Local)</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:12:2: Students demonstrate use of narrative strategies to engage the reader by...

Narrative Writing – Applying Narrative Strategies (EW:2)	Grade Level Expectations
	<p>W:EW:12:2.1: Creating images, using relevant and descriptive details and sensory language to advance the plot/story line (Local)</p> <p>W:EW:12:2.2: Using dialogue to advance plot/story line (Local)</p> <p>W:EW:12:2.3: Developing characters through description, dialogue, actions (<u>including gestures, expressions</u>), and relationships with other characters, when appropriate (Local)</p> <p>W:EW:12:2.4: Using voice appropriate to purpose (Local)</p> <p>W:EW:12:2.5: Maintaining focus (Local)</p> <p>W:EW:12:2.6: Selecting and elaborating important ideas; and excluding extraneous details (Local)</p> <p>W:EW:12:2.7: Controlling the pace of the story (Local) EXAMPLE: Developing tension or suspense</p>

Written and Oral Communication Content Cluster: *Expressive Writing* continued
(EW: 1 - 5)

W:EW:3: In writing poetry, students demonstrate awareness of purpose by...

	Grade Level Expectations
Poetry EW:3	<p>W:EW:12:3.1: Writing poems in a variety of voices for a variety of audiences (purpose) (Local)</p> <p>W:EW:12:3.2: Writing poems that express speaker’s moods, thoughts, or feelings (Local)</p> <p>W:EW:12:3.3: Choosing conventional or alternative text structures to achieve impact (Local)</p>

W:EW:4: In writing poetry, use language effectively by...

Poetry EW:4	<p>W:EW:12:4.1: Selecting vocabulary according to purpose and for effect on audience (Local)</p> <p>W:EW:12:4.2: Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local) EXAMPLES (of figurative language): simile, personification, alliteration, onomatopoeia, metaphor</p> <p>W:EW:12:4.3: Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)</p> <p>W:EW:12:4.4: Using a variety of poetic forms (Local)</p>
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Grade – 12

Written and Oral Communication

Written and Oral Communication Content Cluster: *Expressive Writing*
(EW: 1 - 5)

W:EW:5: In reflective writing, students explore and share thoughts, observations, and impressions by...

Grade Level Expectations

Reflective Essay
EW:5

W:EW:12:5.1: Engaging the reader by establishing context (purpose) (Local)

W:EW:12:5.2: Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (Local)

W:EW:12:5.3: Using an organizational structure that allows for a progression of ideas to develop (Local)

W:EW:12:5.4: Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)

W:EW:12:5.5: Providing closure - leaving the reader with something to think about (Local)

W:EW:12:5.6: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local) EXAMPLE: In a reflection upon a personal friendship, a student identifies a new insight about the relationship.

Grade – 12

Written and Oral Communication

Written and Oral Communication Content Cluster: *Informational Writing* continued
(IW: 1-3)

W:IW:1: In informational writing (reports or procedures), students organize ideas/concepts by ...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:1)	Grade Level Expectations
	<p>W:IW:12:1.1: Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (Local) EXAMPLES (of text structures): sequence (in procedures), chronology, proposition/support, compare/contrast, problem/solution, cause/effect, investigation, deductive/inductive reasoning</p> <p>W:IW:12:1.2: Selecting appropriate and relevant information (excluding extraneous details) to set context (Local)</p>

Written and Oral Communication Content Cluster: *Informational Writing*
(IW: 1-3)

W:IW:2: In informational writing (reports or procedures only), students effectively convey purpose by...

Reports, Procedures, or Persuasive Writing – Organizing and Conveying Information (IW:2)	Grade Level Expectations
	W:IW:12:2.1: Establishing a topic (Local) W:IW:12:2.2: Stating and maintaining a focus/controlling idea/thesis (Local) W:IW:12:2.3: <u>Selecting and using formal, informal, literary, or technical language appropriate to audience and context</u> (Local) W:IW:12:2.4: Establishing an authoritative voice (Local) W:IW:12:2.5: Using precise and descriptive language that clarifies and supports intent <u>and enhances meaning</u> (Local)

W:IW:3: In informational writing(reports or procedures only), students demonstrate use of a range of elaboration strategies by:

Reports, Procedures, or Persuasive Writing – Using Elaboration Strategies (IW:3)	W:IW:12:3.1: Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (Local)
	W:IW:12:3.2: Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (Local)
	W:IW:12:3.3: Addressing readers’ concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (Local)
	W:IW:12:3.4: Commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate) (Local)

Written and Oral Communication Content Cluster: *Conventions*
(C:1)

W:C:1: In independent writing, students demonstrate command of appropriate English conventions by...

Applying Rules of Grammar, Usage, and Mechanics (C:1)	Grade Level Expectations
	<p>W:C:12:1.1: Applying rules of standard English usage to correct grammatical errors (Local) EXAMPLES: subject-verb agreement, pronoun-antecedent, consistency of verb tense, case of pronouns</p> <p>W:C:12:1.2: Applying capitalization rules (Local)</p> <p>W:C:12:1.3: Subsumed in W:C:12:1.4</p> <p>W:C:12:1.4: Applying appropriate punctuation to various sentence patterns to enhance meaning (Local) EXAMPLES: <u>brackets</u></p> <p>W:C:12:1.5: Applying conventional and word-derivative spelling patterns/rules (Local) EXAMPLES: identifying relationships among roots and common pre/suffixes, including foreign derivation</p>

Grade – 12

Written and Oral Communication

Written and Oral Communication Content Cluster: *Habits of Writing*
(HW:1&2)

W:HW:1: Students use pre-writing, drafting, revising, editing, and critiquing to produce final drafts of written products.

Uses a Writing Process
(HW:1)

Grade Level Expectations

See Appendix B for Writing Process

W:HW:2: Demonstrates the habit of writing extensively by...

Writing Extensively
(HW:2)

W:HW:12:2.1: Writing with frequency, including in-school, out-of-school, and during the summer (Local)

W:HW:12:2.2: Sharing thoughts, observations, or impressions (Local)

W:HW:12:2.3: Generating topics for writing (Local) EXAMPLES: Journal writing, free writes, poetry, quick writes, scientific observations, learning logs, readers'/writers' notebook, letters and personal notes, reading response journals, sketch journals/cartooning, songs, lyrics, reflective writing, short plays

W:HW:12:2.4: Writing in a variety of genres (Local)

Written and Oral Communication Content Cluster: *Oral Communications*
(OC:1&2)

W:OC:1: In oral communication, students demonstrate interactive listening by ...

Grade Level Expectations	
Interactive Listening (OC:1)	W:OC:12:1.1: Following verbal instructions to perform specific tasks, to answer questions, or to solve problems (Local)
	W:OC:12:1.2: Summarizing, paraphrasing, questioning, or contributing to information presented <u>to advance understanding</u> (Local)
	W:OC:12:1.3: Identifying the thesis of a presentation, determining the essential elements of elaboration, and interpreting or evaluating the message (Local)
	W:OC:12:1.4: Participating in large and small group discussions showing respect for individual ideas (Local)
	W:OC:12:1.5: Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)
W:OC:2: In oral communication, students make oral presentations by...	
Make Oral Presentations (OC:2)	W:OC:12:2.1: Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)
	W:OC:12:2.2: Maintaining a consistent focus (Local)
	W:OC:12:2.3: Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local) EXAMPLES (of support and elaboration): Using anecdotes, analogies, illustrations, visuals, detailed descriptions, restatements, paraphrases, examples, comparisons, artifacts
	W:OC:12:2.4: Effectively responding to audience questions and feedback (Local)
	W:OC:12:2.5: Using a variety of strategies of address (e.g., eye contact, speaking rate, volume, articulation, enunciation, pronunciation, inflection, voice modulation, intonation, rhythm, and gesture) to communicate ideas effectively (Local)
	W:OC:12:2.6: Using tools of technology to enhance message (Local)